



Bears, Bugs & Dinosaurs

Presented by
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Bear Shape Book

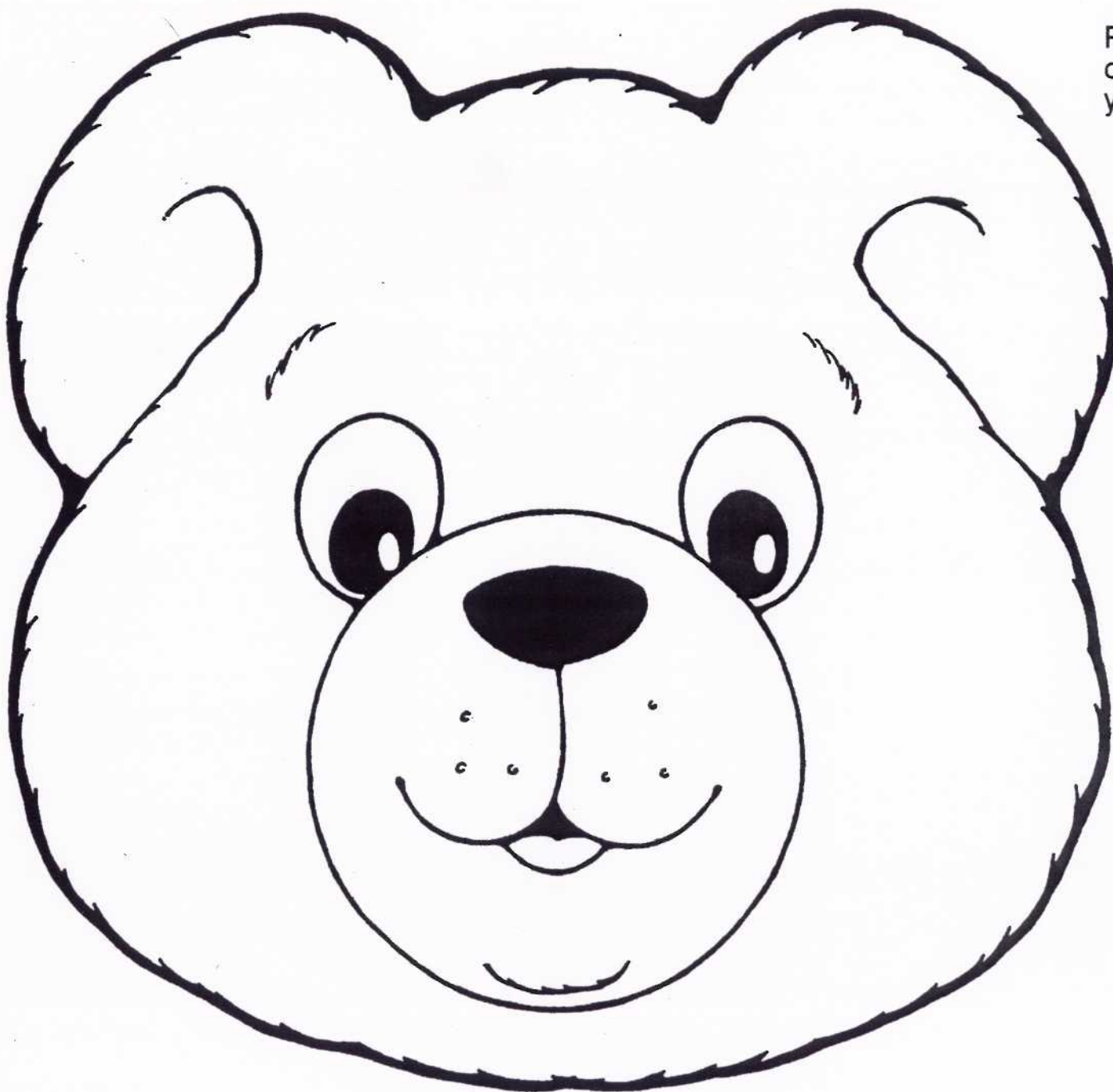
Reproduce onto construction paper (pink, yellow, brown).

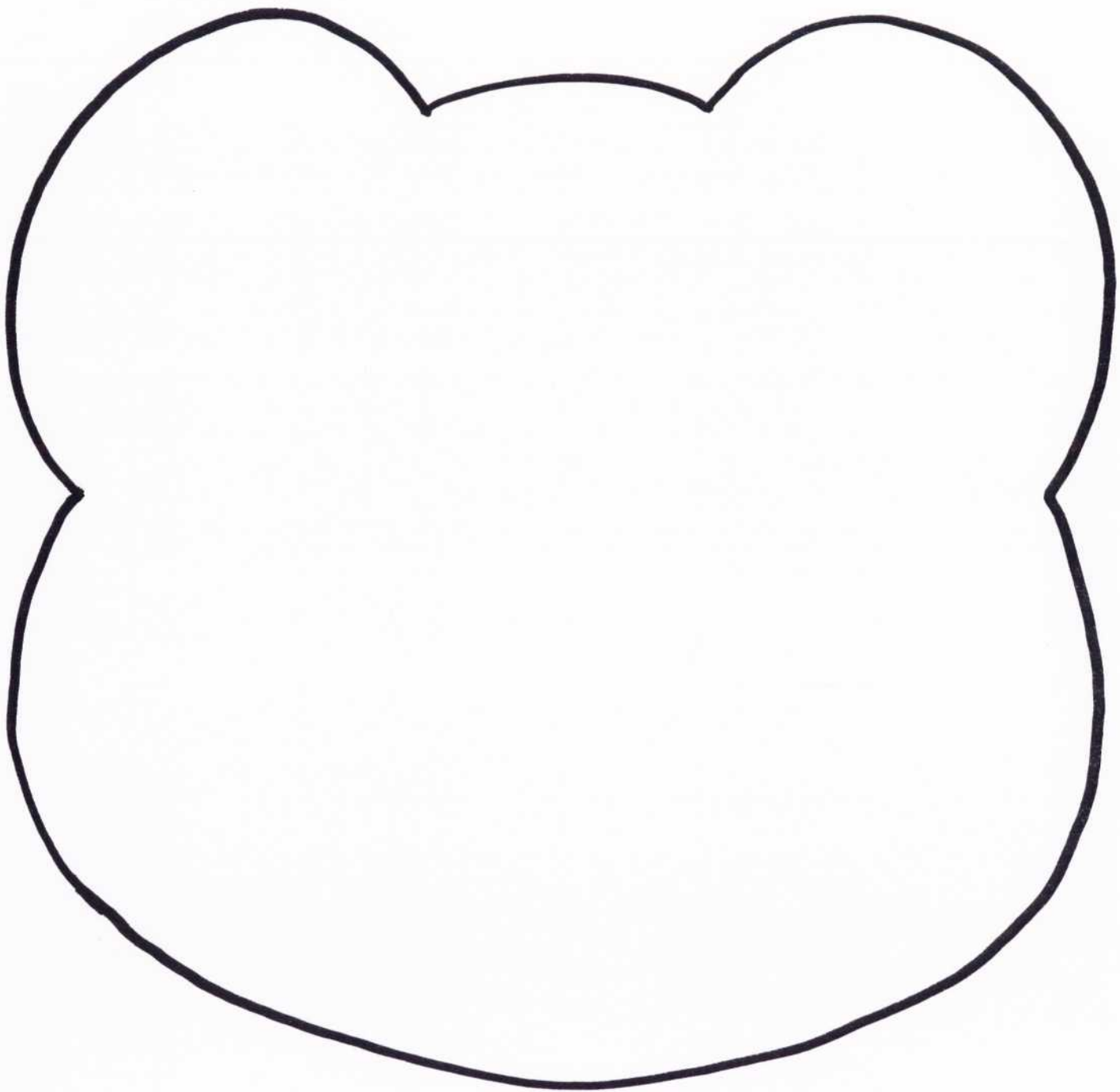
Students add color and personality with crayons.

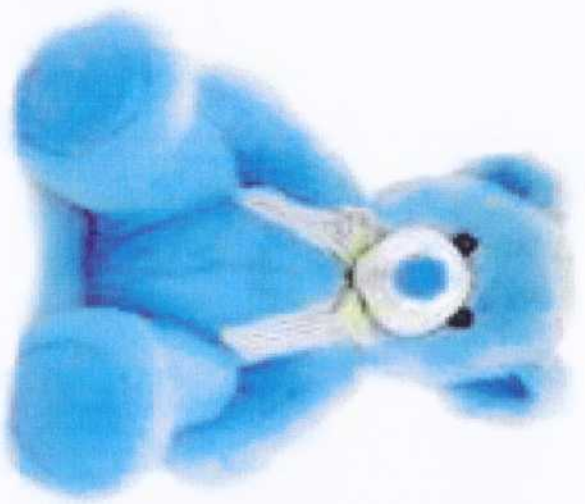
Students write title and their name as author.

Cut out.

Cover







Teddy

Bear Bear



Are you ready to count them?
One, (make a circle with your fingers)
Two, (make a circle with you hands)
Three. (make a circle with your arms)

We're Going on a Bear Hunt (Action Story)

We're going on a bear hunt.
Want to come along? Well, come on then.
Let's go! (stand and walk in place unless another motion is designated)

Look! There's a river.
Can't go over it.
Can't go under it.
Can't go around it.
We'll have to go through it. (pretend to swim; resume walking)

Look! There's a tree.
Can't go under it.
Can't go through it.
We'll have to go over it. (pretend to climb up and over the tree; resume walking)

Look! There's a wheat field.
Can't go over it.
Can't go under it.
Can't go around it.
We'll have to go through it. (make swishing sound and brush hands against each other; resume walking)

Look! There's a cave.
Want to go inside?
Ooh, it's dark in here. (look around, squinting)
I see two eyes.
Wonder what it is. (reach hands to touch)
It's soft and furry.
It's big.
It's a bear! (retrace steps, running in place through wheat field, over tree, across river and stop)
Home safe! Whee!

Bear Head band

Use with "The Main Event" and "Bring In The Bears" on page 76, "Reading Marathon" on page 78, and "Teddy Estimates" on page 79.



CUT

Teddy

Use with "The Main Event" and "Bring In The Bears" on page 76, "Reading Marathon" on page 78, and "Teddy Estimates" on page 79.



Use with "Pass Card"

Use with "Pass, Please" on page 77.

Card for Teddy Bear Games

Ceremonies	Reading Marathon	Bouncing Bears	N
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Gummy Bears

I. Topic Area

Number Concepts and Graphing.

II. Introductory Statement

Students will use Gummy Bears to count, classify and construct a graph.

III. Math Skills

- | | |
|--------------------|--------------------------------------|
| a. Estimating | a. Observing |
| b. Counting | b. Classifying |
| c. Comparing | c. Recording data |
| d. Computation | d. Communicating |
| e. Graphing | e. Using knowledge to solve problems |
| f. Problem solving | |

Science Processes

IV. Materials

Assortment of Gummy Bears randomly portioned into small Ziploc baggies—approximately 10-15 per baggie.

V. Key Question

How many Gummy Bears are in your baggie?

VI. Background Information

Gummy Bears may be purchased by the pound (bulk) or by the bag. Randomly select a number of Gummy Bears for each baggie making sure the number is appropriate for the grade level. (10-12 for very primary grades—more for others.)

VIII. Procedure

1. Distribute a small baggie of Gummy Bears to each small group of students.
2. Have students estimate how many bears are in a baggie.
3. Record estimates on chalkboard or overhead. Ask questions about the estimates listed: Do you see your age? Can you find a number that is the same as $4 + 3$, $10 - 2$, or 3 more than 9, etc.
4. Sort bears according to color on sorting sheet.
5. Make a record of the number of bears on sorting sheet.
6. Build a real graph of bears by forming columns of bears in each color—placing one bear in each square. Which color has the most? the least?
7. Make a representational graph by coloring the pictures of the bears and placing a picture in each square as you remove each Gummy Bear.
8. In the large Gummy Bear pattern draw or write a number story about Gummy Bears. For example, three red Gummy Bears and four white Gummy Bears make seven Gummy Bears altogether.

IX. Discussion

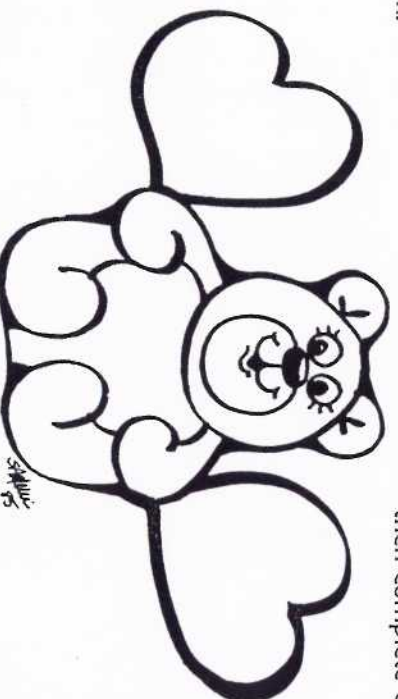
1. Discussion will vary at the discretion of the teacher. Suggested ideas include: adding or subtracting the sets by color; comparing sets by using relationship signs ($<$, $>$, $=$).

VII. Management Suggestions

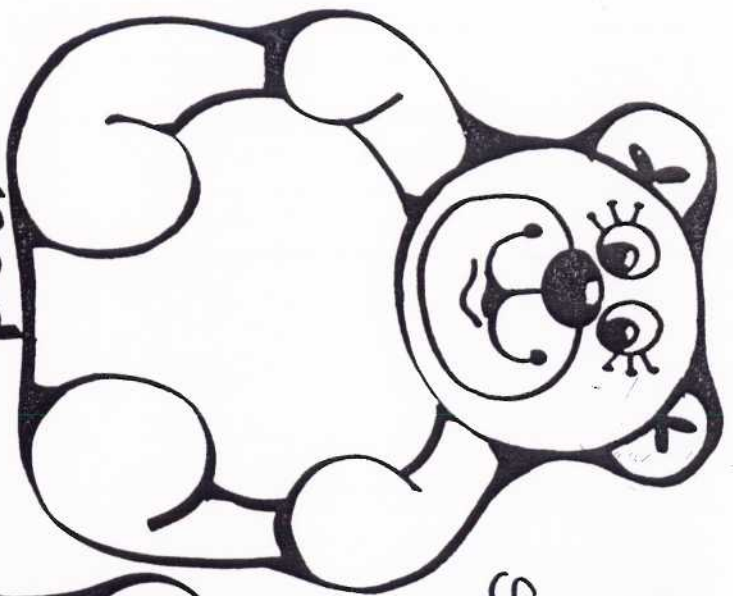
In making comparisons of sets of bears, the teacher may ask appropriate questions, but also allow time for students to observe and share comparisons of their own.

X. Extension

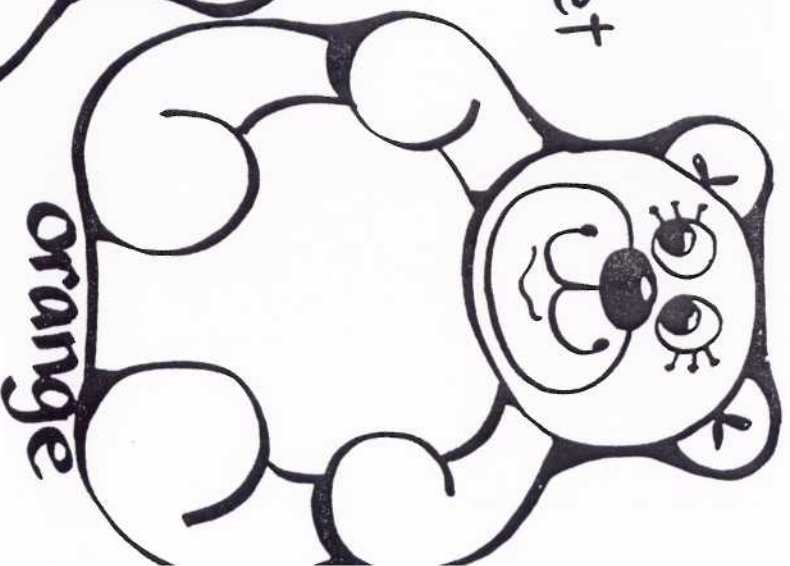
1. Use Gummy Bears to make pattern strips where students observe and recognize the pattern and then complete or repeat it.



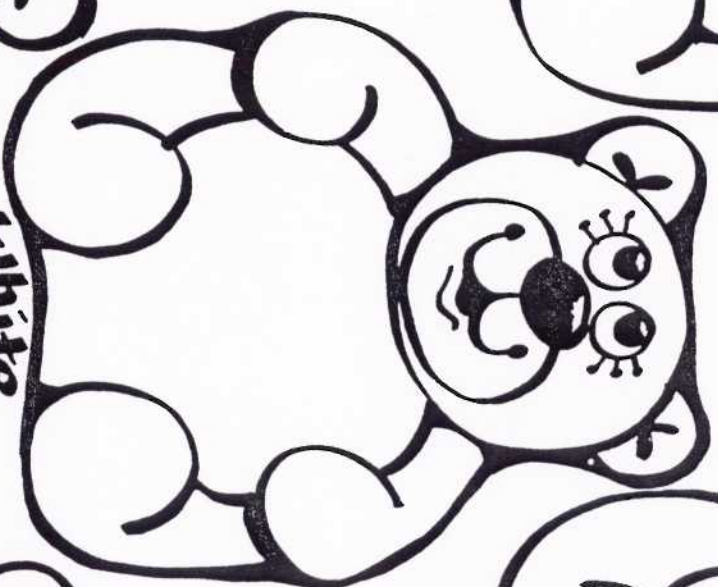
Gummy Bears Sorting Sheet



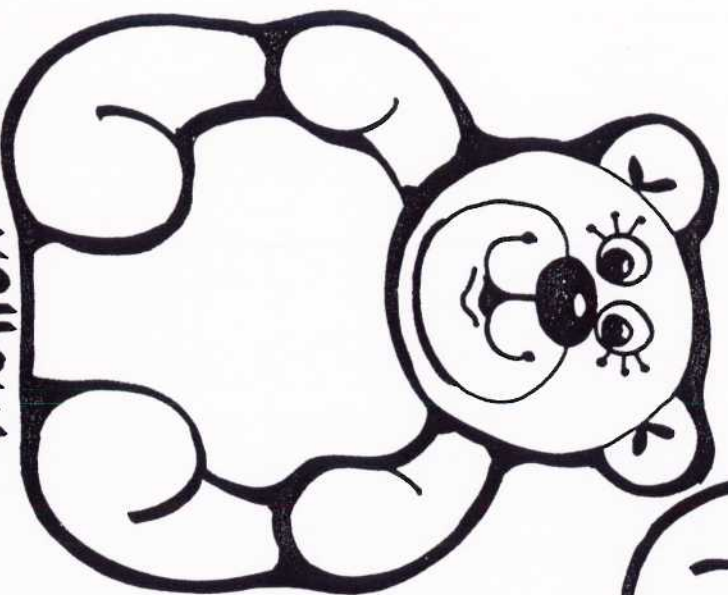
red



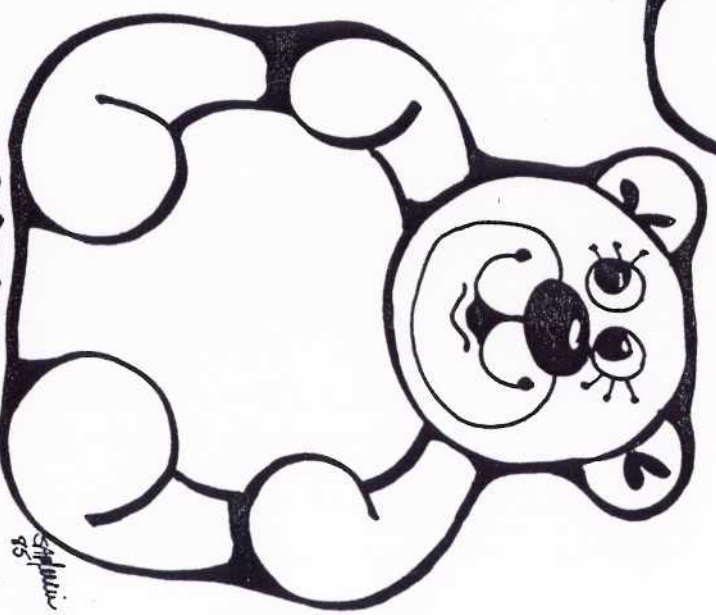
orange



white



yellow



green

Name: _____

Gummy Bears Tally

I had _____ yellow s.

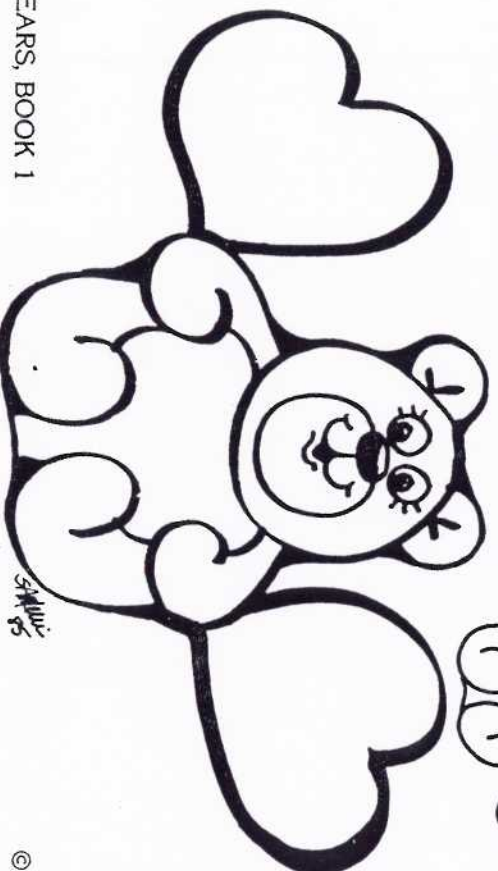
I had _____ orange s.

I had _____ red s.

I had _____ white s.

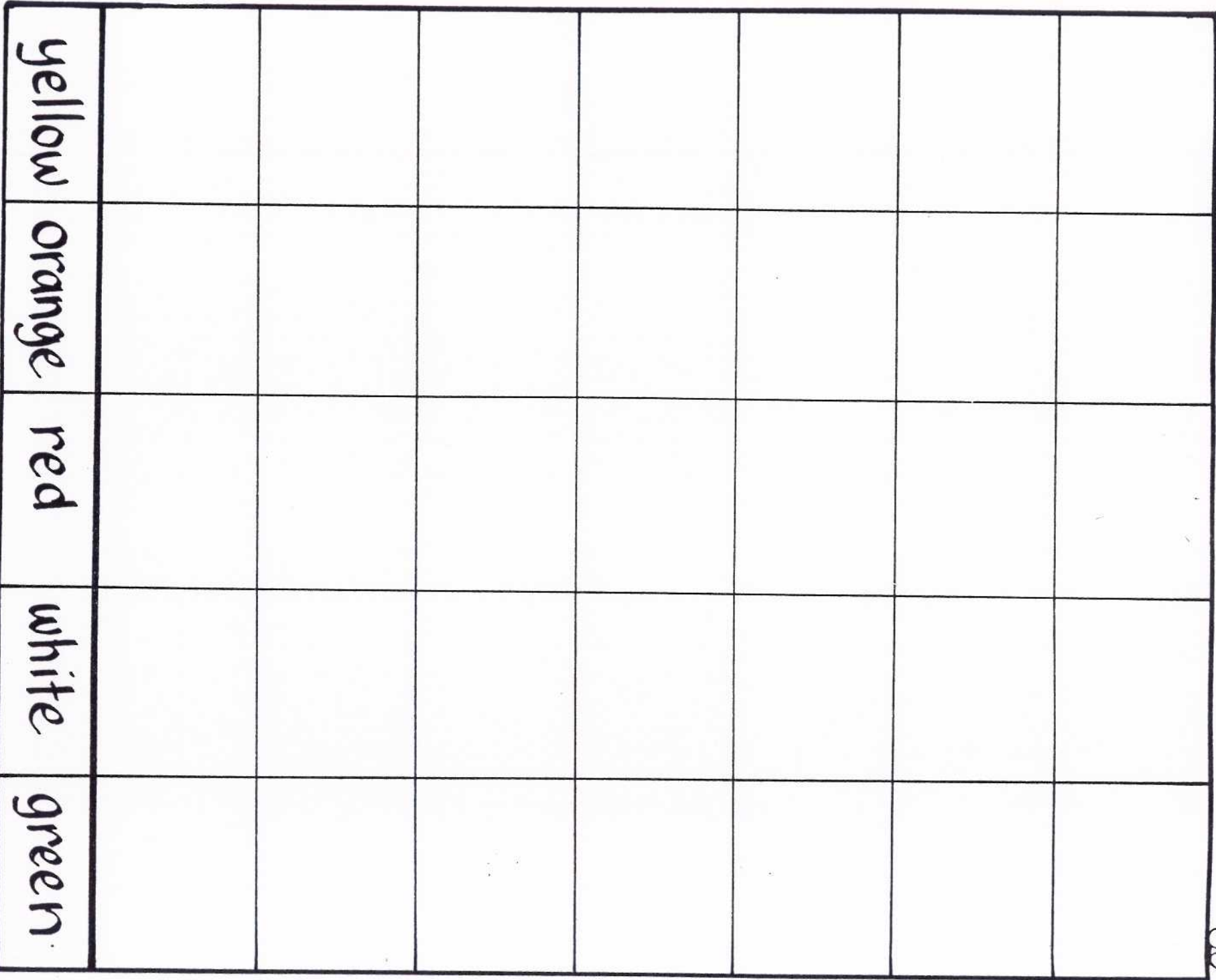
I had _____ green s.

I had _____ s in all.

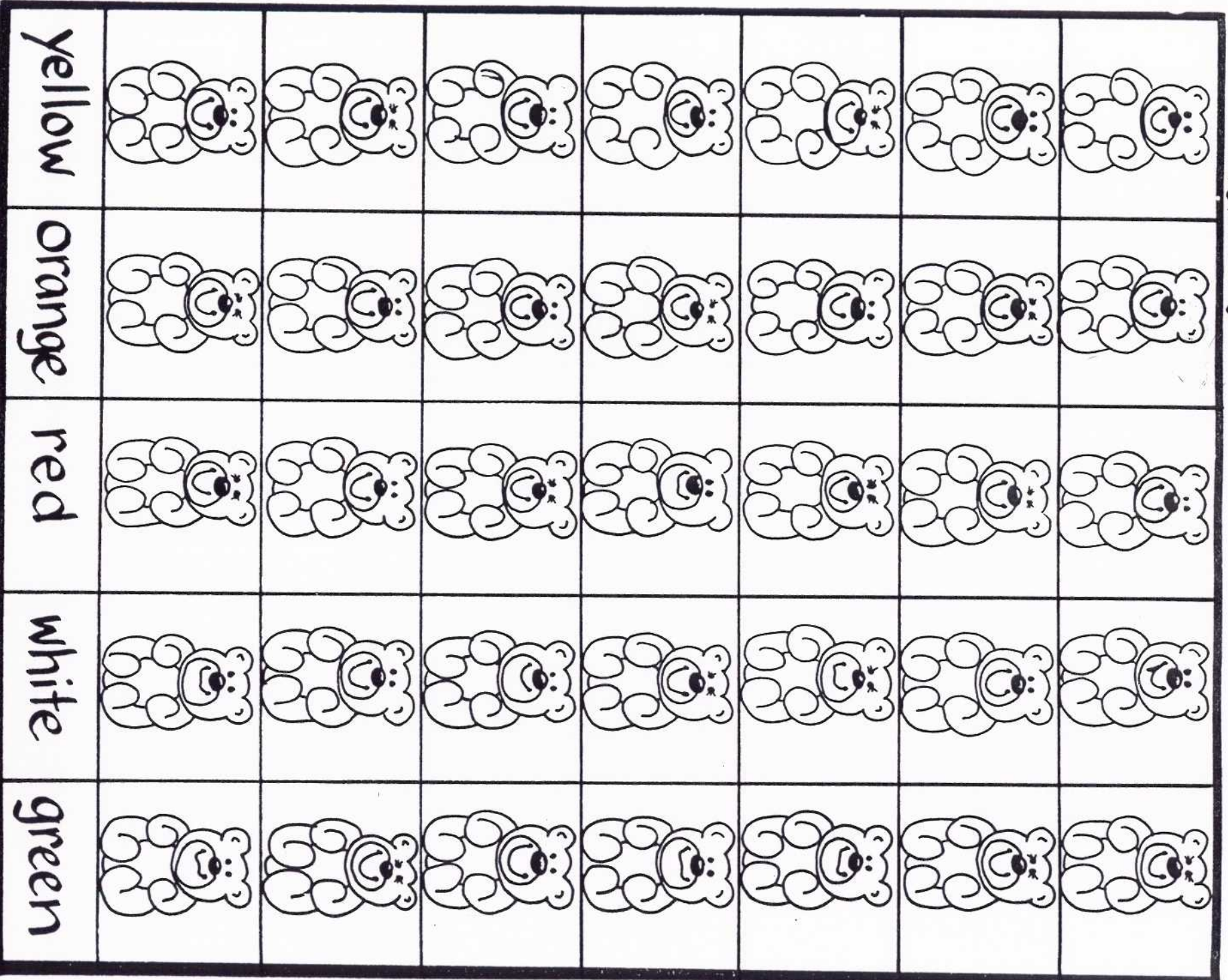




Name:

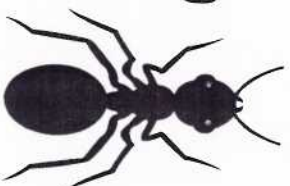


Name: _____



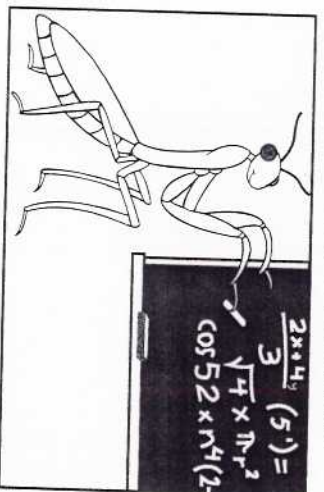
Every Insect by Dorothy Aldis

Every Insect (ant, fly, bee)
Is divided into three:

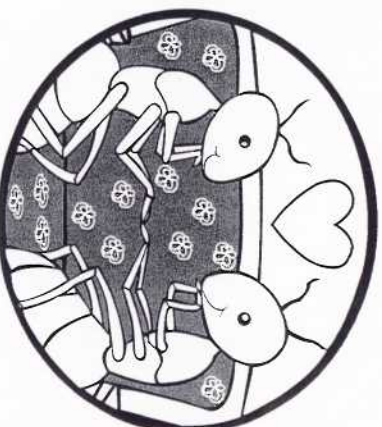


One head,
one chest,
one stomach part.

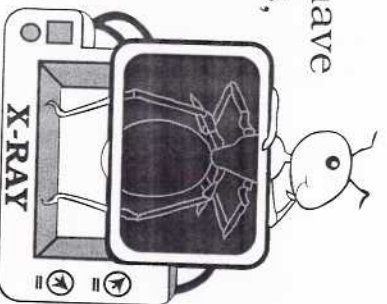
Some have brains.



All have heart.



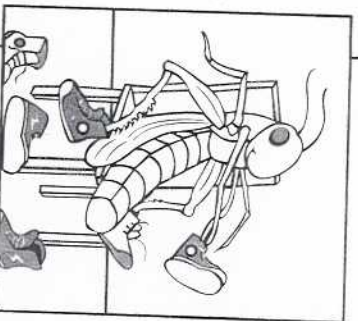
Insects have
no bones,



No noses.
But with feelers they can smell
Dinner half a mile away.
Can your nose do as well?

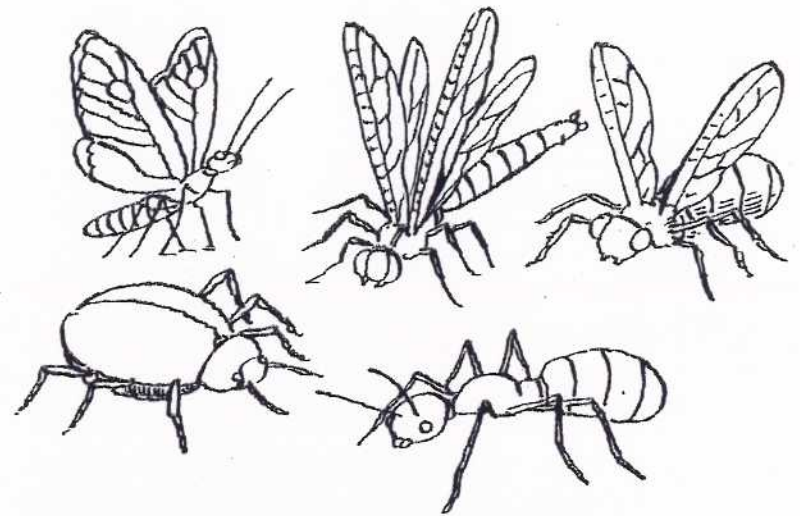


Also you'd be
in a fix
With all those
legs to manage:
Six.



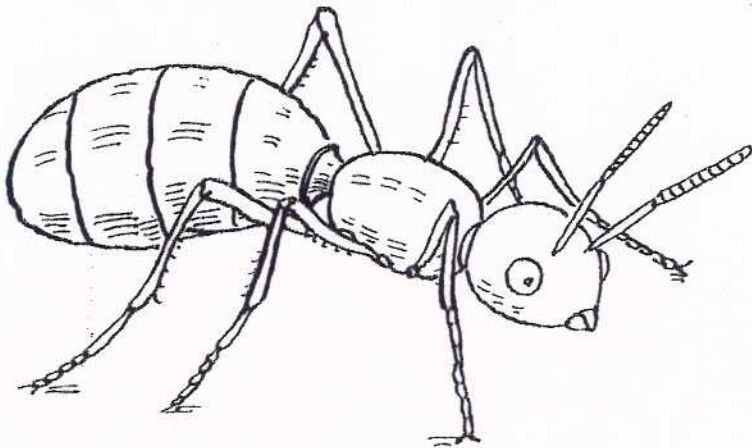
"Every Insect" by Dorothy Aldis reprinted by permission of
G. P. Putnam's Sons from GUICK AS A WINK, copyright © 1960
by Dorothy Aldis, copyright © 1988 by Roy E. Porter.

What Makes an Insect?



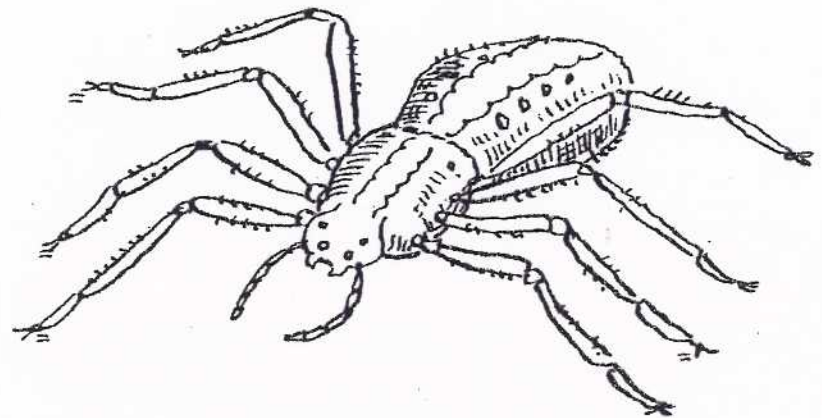
What makes an insect?
Do you know?

1



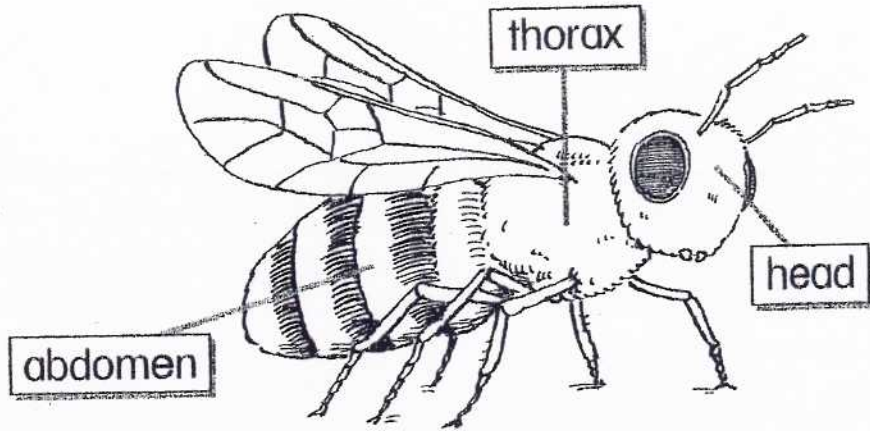
Insects have six legs,
no more and no less.

2

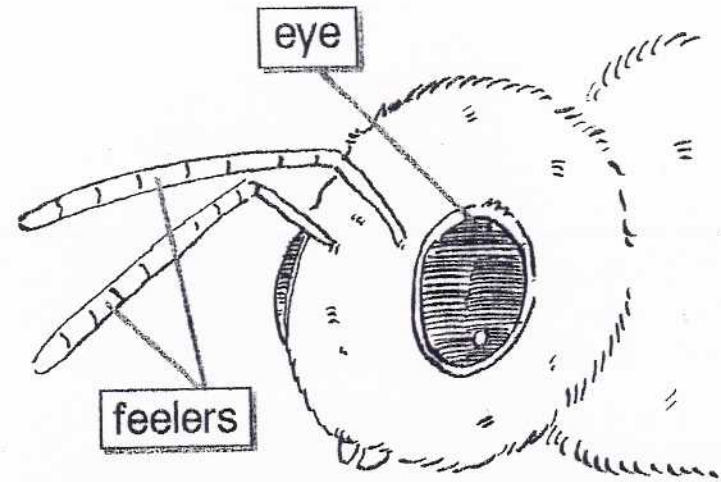


Is a spider an insect?
See if you can guess!

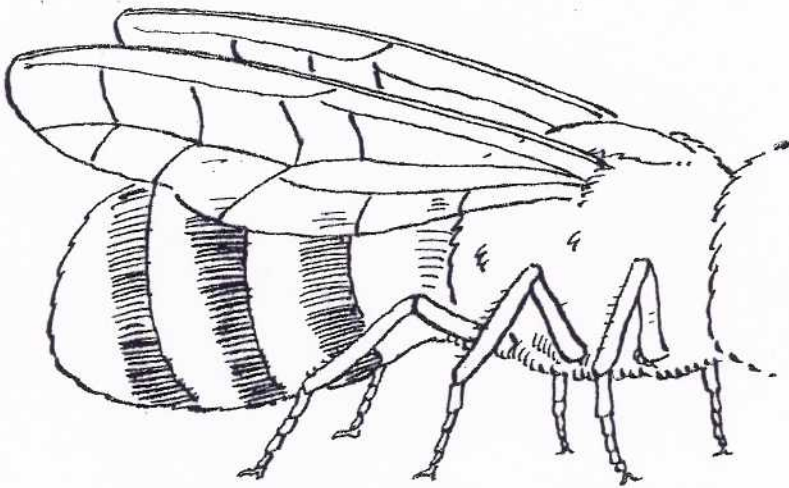
3



An insect has three body parts:
a head, a thorax, and an abdomen. 4



An insect's feelers and eyes
are on its head. 5



The legs and wings are on
the thorax. 6



What makes an insect?
Now you know! 7

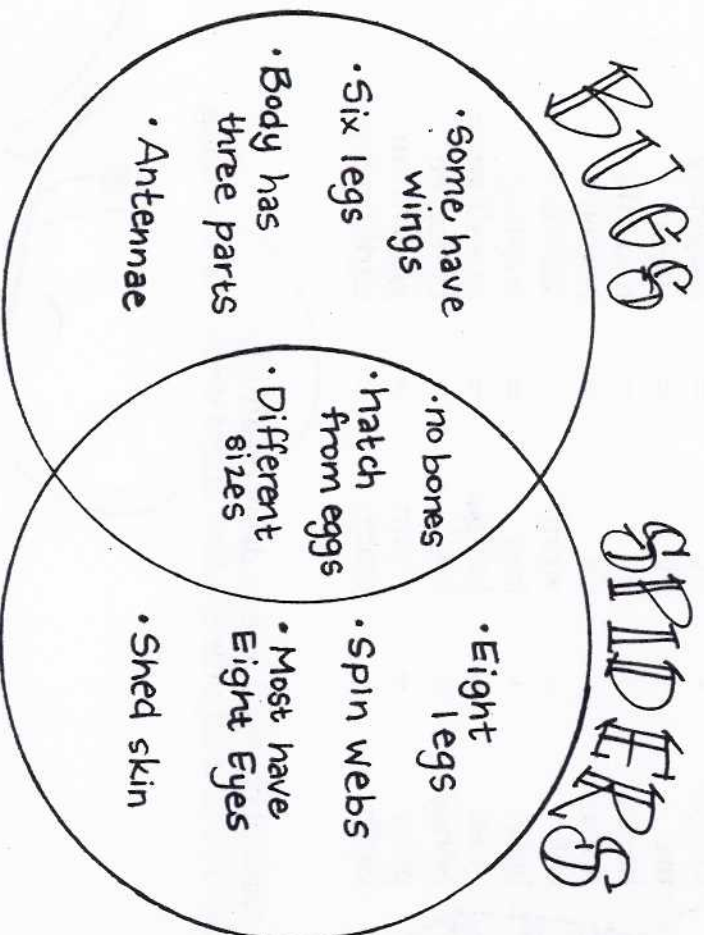
Bugs & Spiders

SKILLS

- ★ Comparing/Contrasting
- ★ Critical thinking

ACTIVITY

Discuss bugs and spiders. (You may want to refer to pages 16 and 40 for facts.) How are they alike? How are they different? Write the findings using a Venn Diagram.



same?
different?

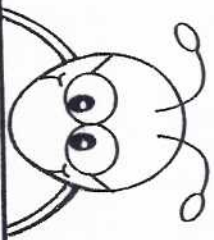
EXTENSION: Give each student a piece of paper folded in half. On one side write the word "bugs" and on the other side "spider". Have the students draw a picture for each using the Venn Diagram, they can write 3 facts about each. Pre K through kindergarten can dictate 1 or 2 facts for the teacher to write.

Name _____

Science
Insects

A Buggy Comparison

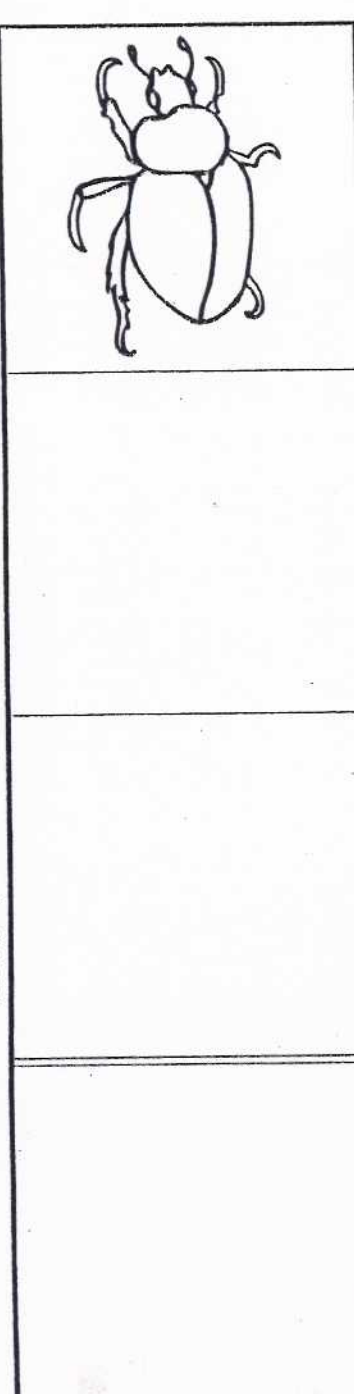
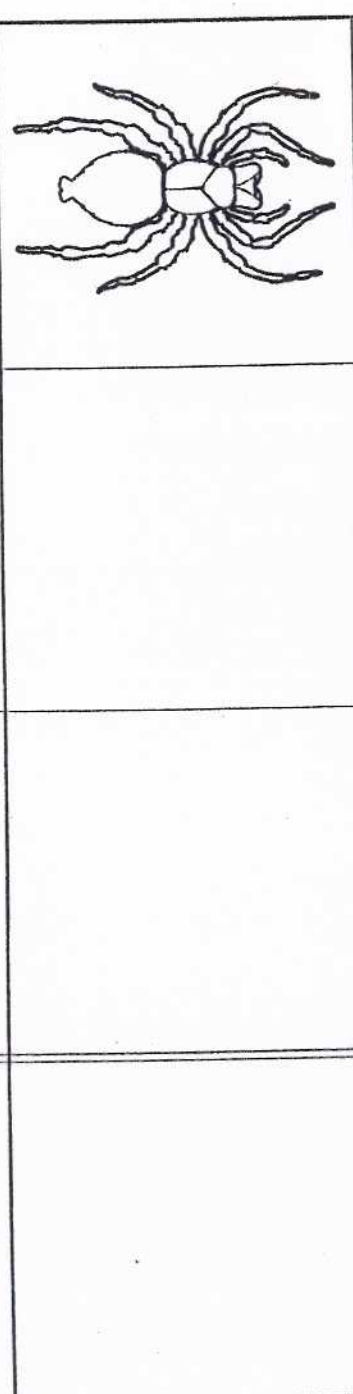
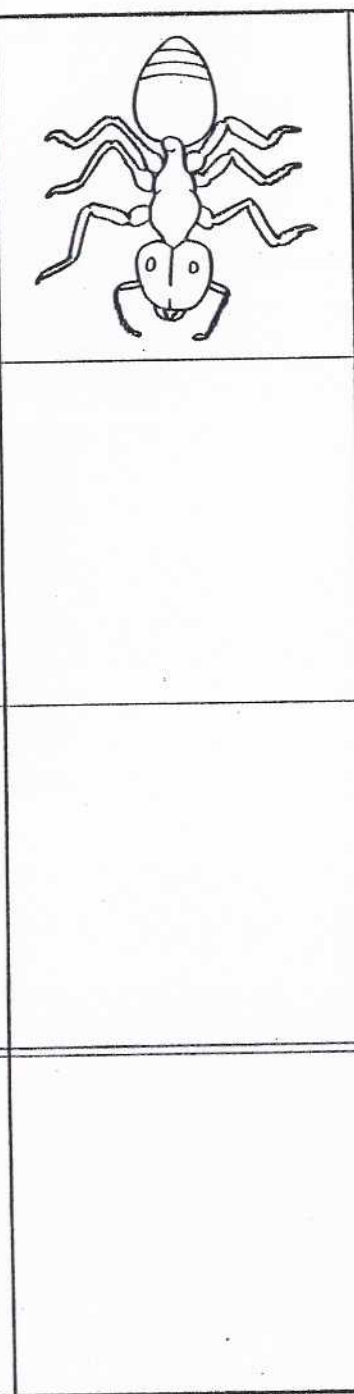
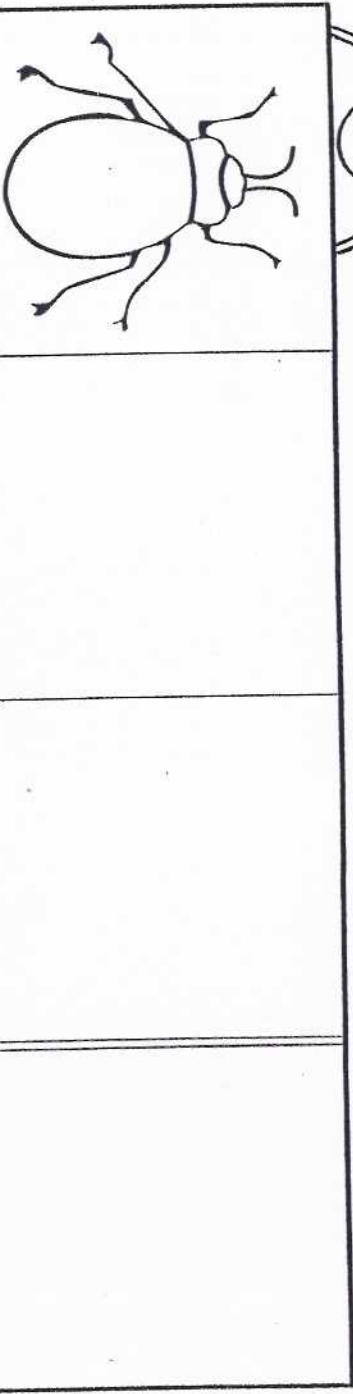
Look at each animal.
Complete the checklist.



must have
3 body parts ✓

must have
6 legs ✓

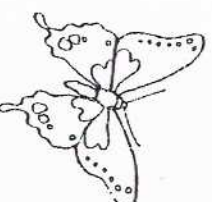
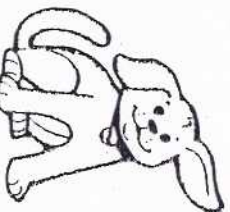
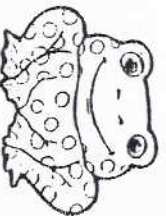
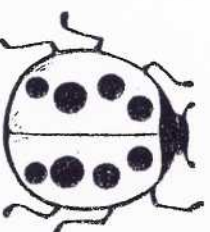
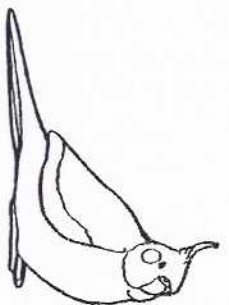
Is it an insect?
Yes = 😊
No = ☹️



Which Are Insects?

Directions: Decide which pictures show insects. Color the insects, then cut them out and glue them onto the grid.

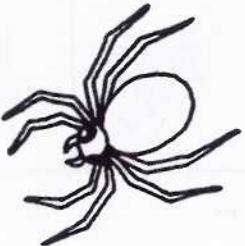


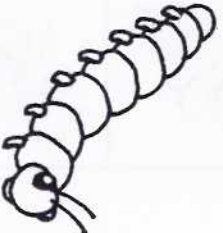
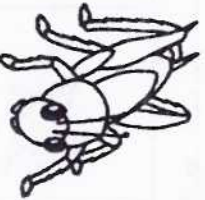
These are insects.



What Am I?

Cut and paste the bugs.

1. I am an insect.
I can hop.
I make music with my wings.
What am I?
2. I crawl.
I eat a lot.
I am larva.
What am I?
3. I have two body parts.
I have eight eyes.
I have eight legs.
What am I?
4. I am a beetle.
I eat aphids.
I have a red shell.
What am I?
5. I like to fly.
I work for the queen.
I live in a hive.
What am I?

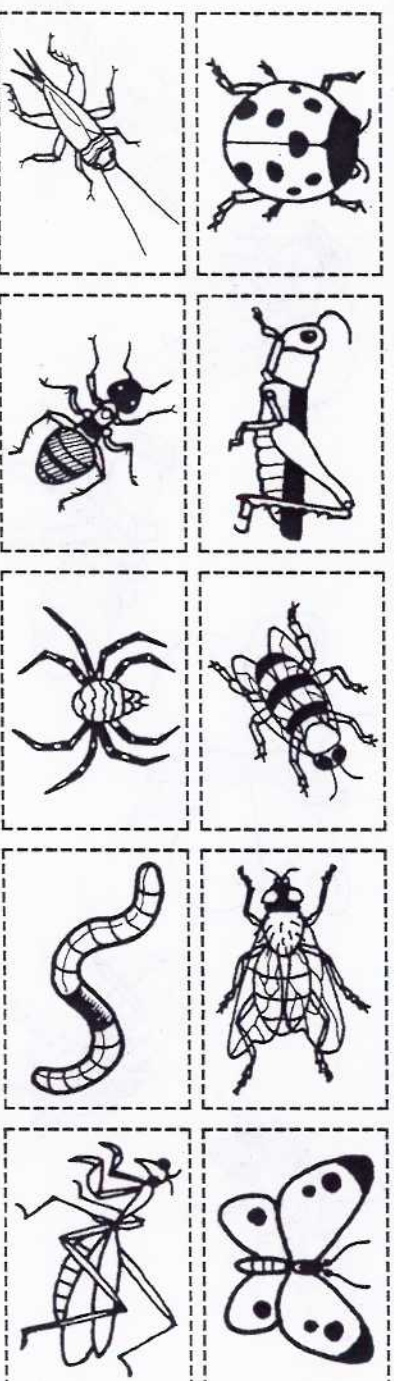
Helpful or Harmful?

Some bugs are helpful and some are harmful. Some bugs . . .

- pollinate plants
- make honey
- provide beauty
- eat harmful insects
- bite or sting
- carry diseases
- ruin crops, plants
- damage clothes, food

Helpful	Both	Harmful

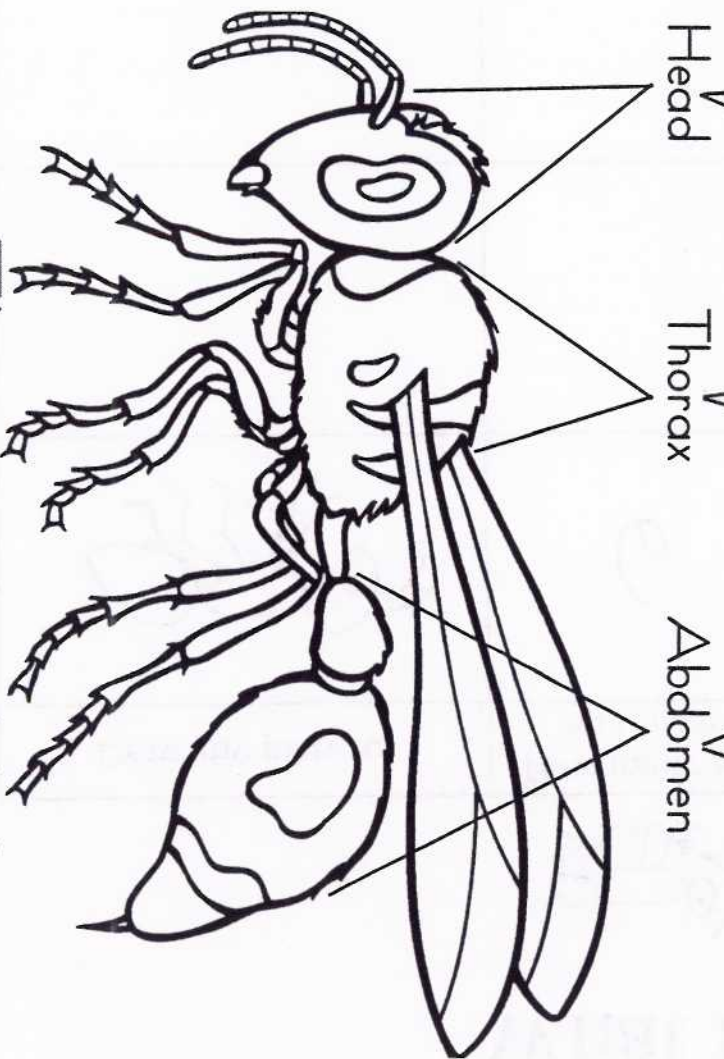
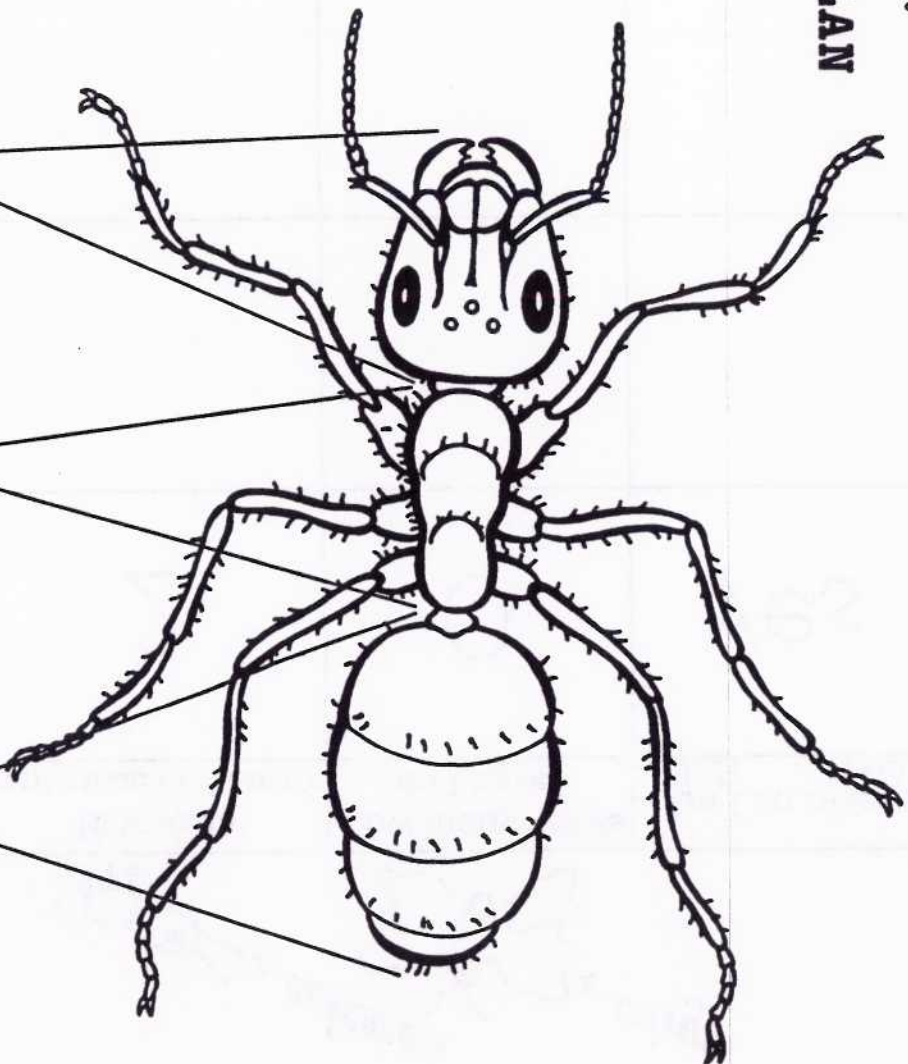
Cut and paste.



LESSON PLAN

1 (cont.)

Insect Anatomy Worksheet Grade Preschool-K



Head

Thorax

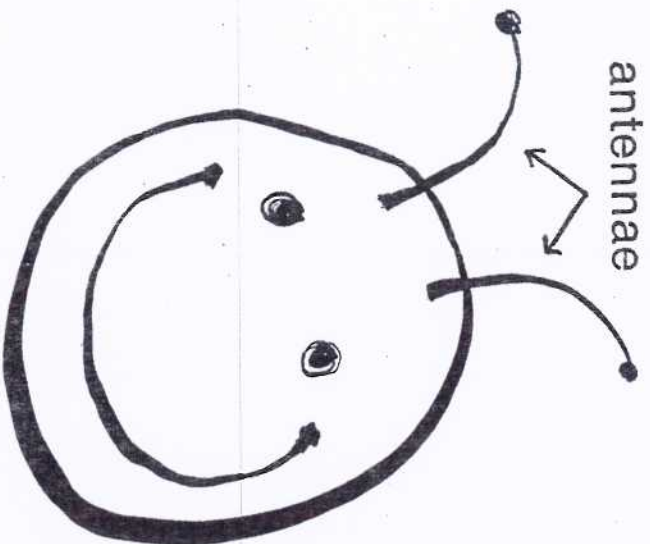
Abdomen

BEN BUG



Ben Bug is an insect.

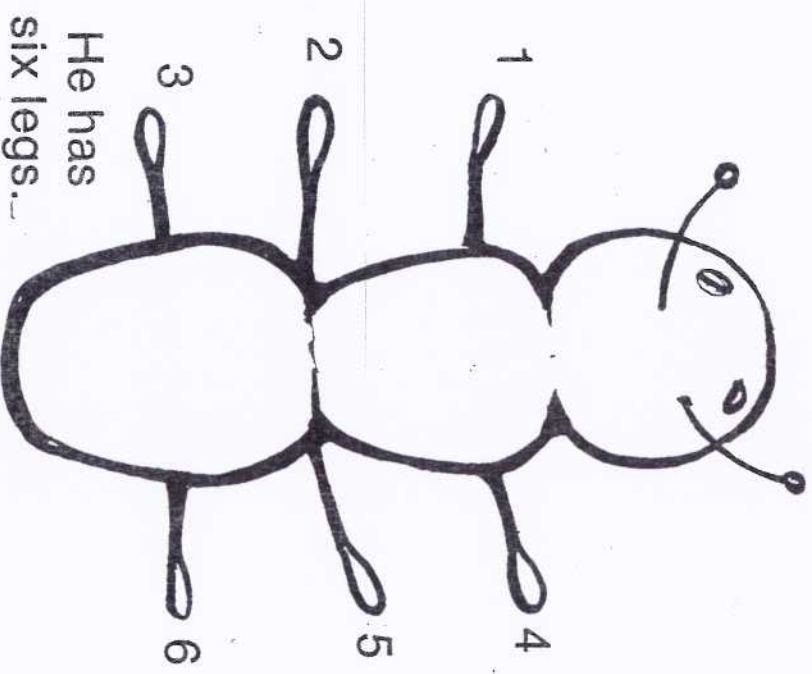
2



antennae

He has two antennae.

3

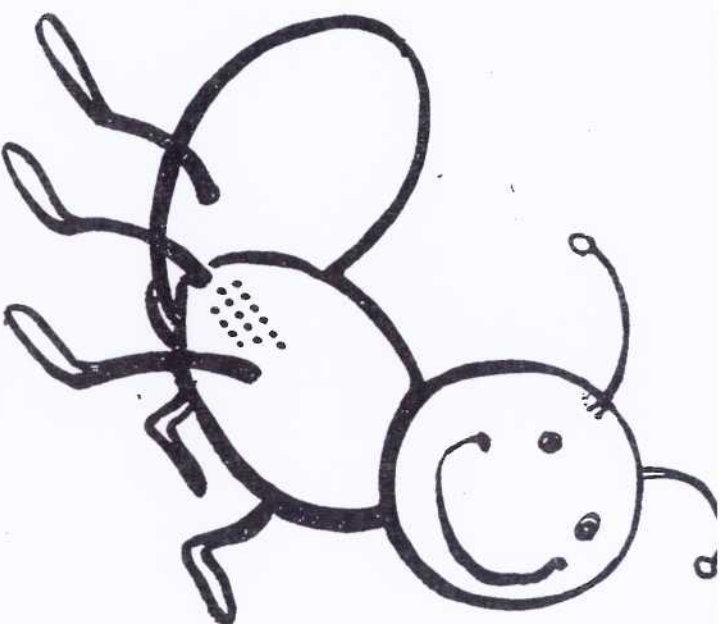


He has six legs.



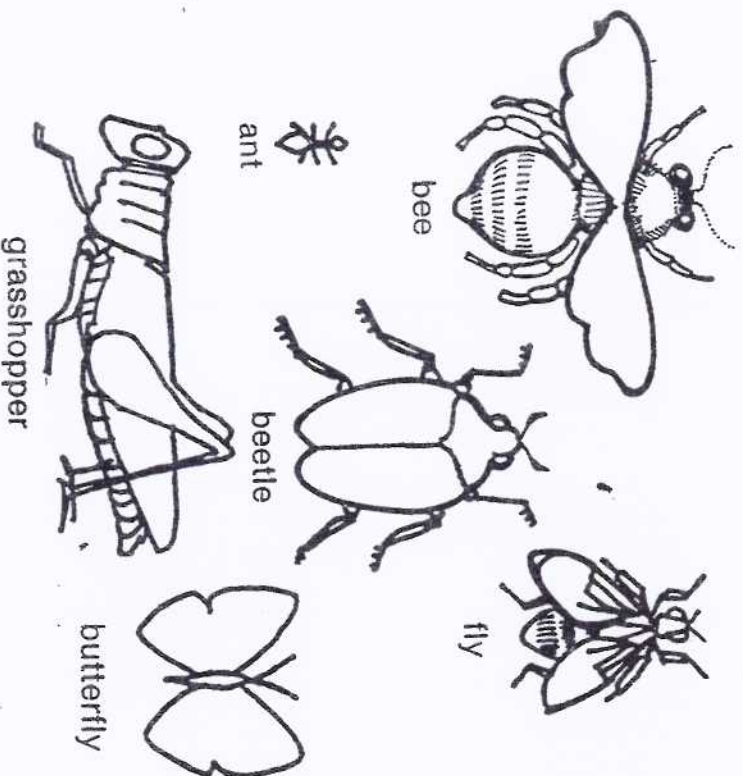
His body is in three sections.
He has a head, thorax and
abdomen.

5



Ben Bug has holes along
the side of his body
for breathing.

6



These are Ben Bug's friends.

7

Directions:

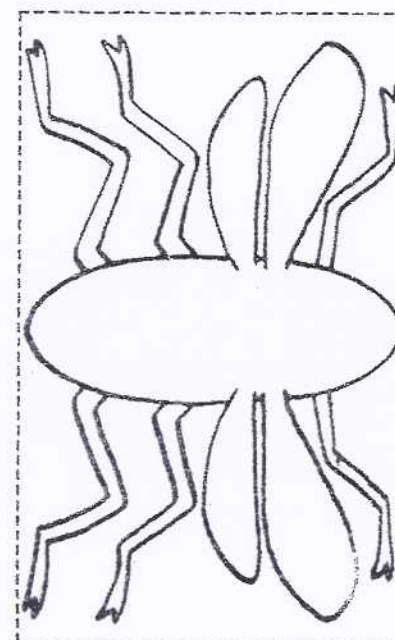
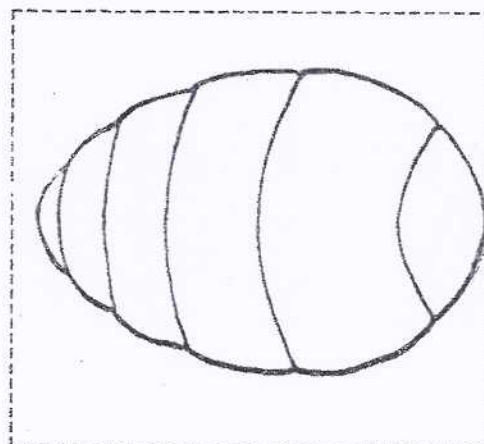
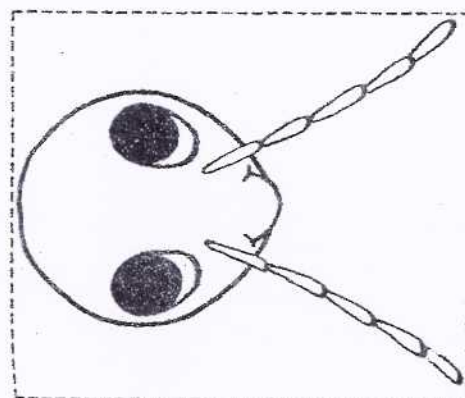
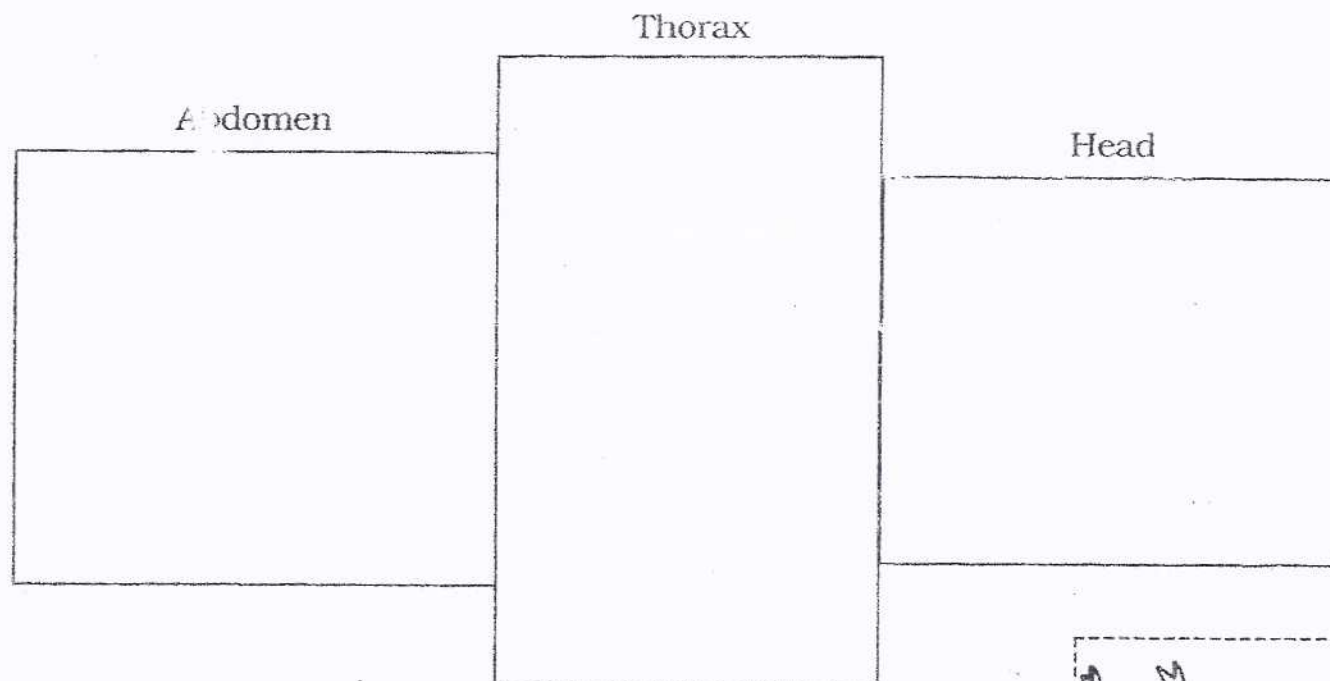
1. Listen to the story.
2. Color the pictures.
3. Cut out the pages.
4. Put the pages in order.
5. Staple the pages.
6. Read the story.
7. Make a cover.

8

Build a Bug

Cut out each insect part. Paste each part under the correct label.
Then color your insect.

Name _____



Insect Word Banks

This resource page is a handy reference for various writing activities such as reports, creative writing, rhymes and poems, social studies lessons, and science experiments. In addition, these words can be used as spelling word lists and can serve as a springboard for brainstorming.

Insect Names

ant	aphid	bee	grasshopper	termite	dragonfly
flea	firefly	fly	stinkbug	cricket	locust
mosquito	moth	praying mantis	butterfly	ladybug	wasp
		beetle	katydid	walking stick	

Ways Insects Move

wriggle	fly	swim	crawl
scurry	kick	skate	dance
dig	paddle	hop	march
jump	walk	dive	run
			wiggle

Insect Noises

chirp	zoom
zip	singing
buzz	snapping
tweet	

Where Insects Live

deserts	houses	trees	under stones	rivers	grass
sand	clay	forests	gardens	trees	food
			other animals	open fields	ponds

Things Insects Do

drink	skip	mate	gather	build	spin
whirl	burrow	dig	bite	sting	eat
dance	shed	fly	munch	change	hop
trap	molt	crawl	prey	damage	jump
skim	hatch	tunnel	migrate	carve	
			chew	loop	

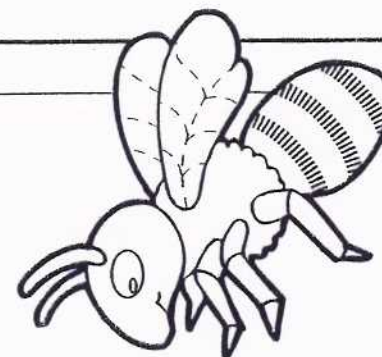
Special Insect Words

larva	thorax	head	abdomen	camouflage
migrate	pupa	egg	larva	prey
pheromones	antennae	adult	nymph	mimicry
colonies	cocoon	invertebrate	mouthparts	endangered
		chrysalis	metamorphosis	hibernate

Ladybug, Where Are You?

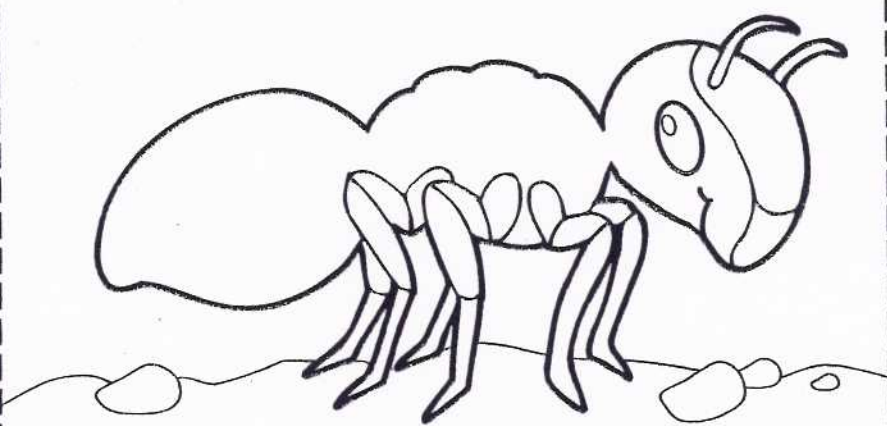
by

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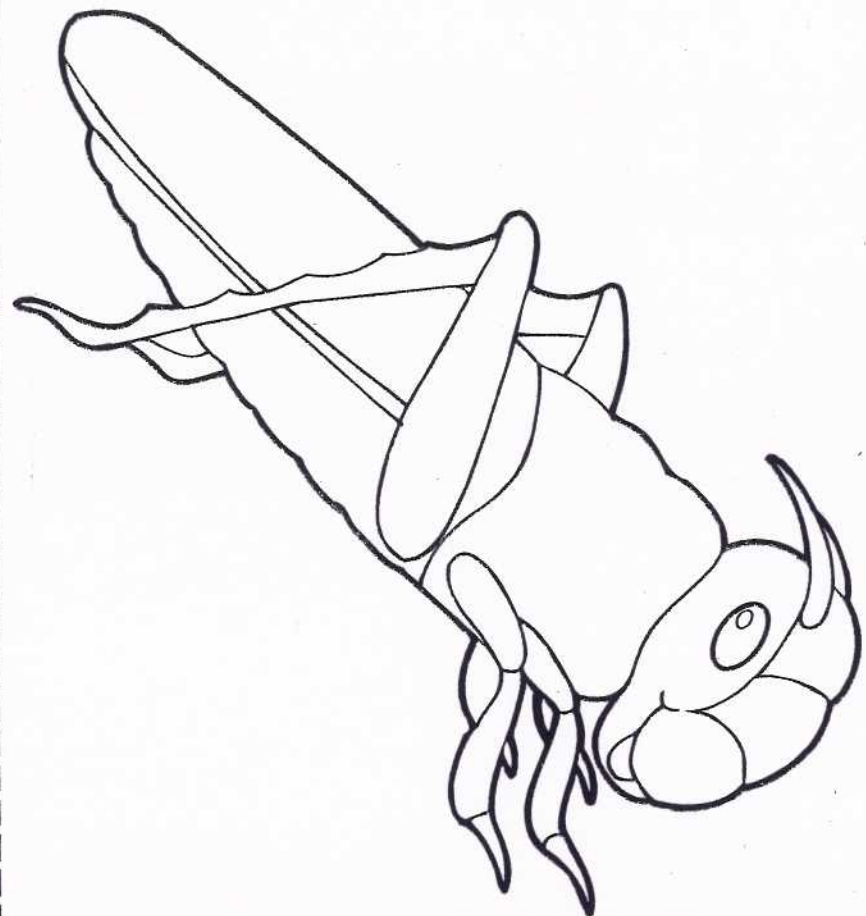


I'm **in** the beehive.

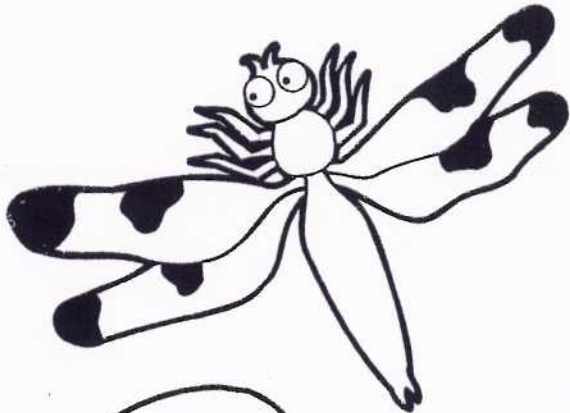
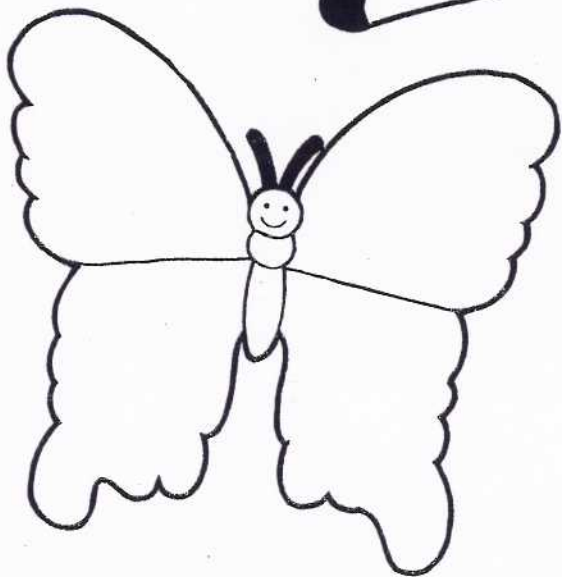
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I'm **above** the ant.

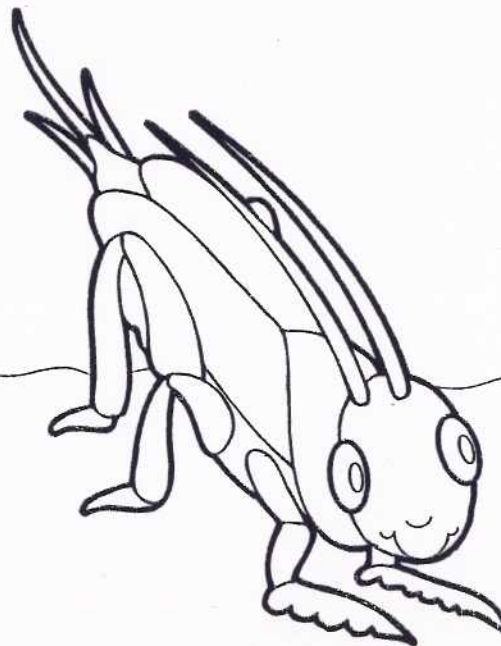


I'm **on** the grasshopper.



I'm **under** the butterfly
and the dragonfly.

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I'm **beside** the cricket.

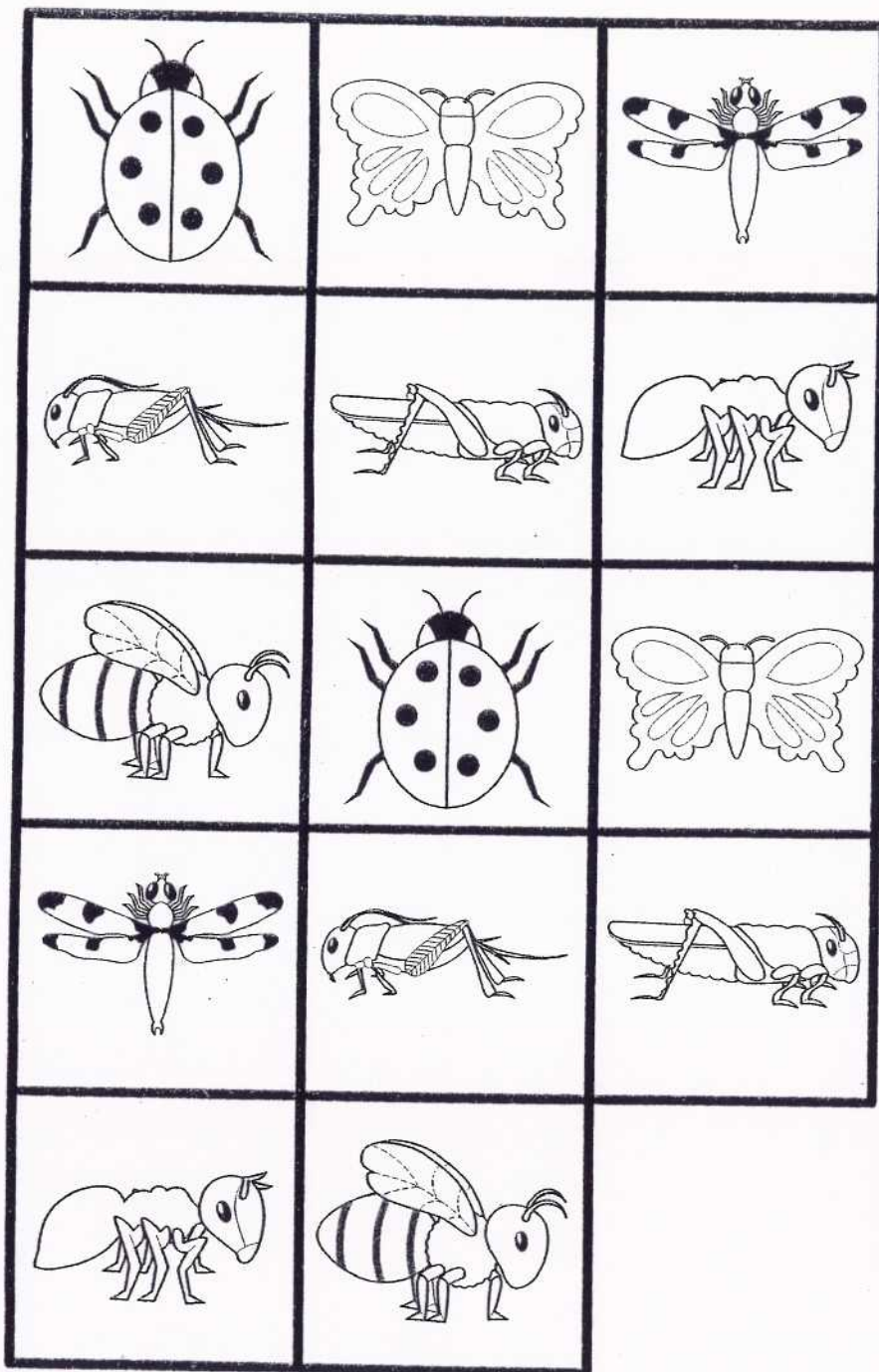
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(last page)

Ladybug, where are you?

I'm home!

Use with "Insect Math" on page 12.



The Dinosaurs

The dinosaurs lived long ago,
when life on earth began.

Some were tall,

Some were small,

Some liked water,

Some liked land,

Pteranadons had leathery wings,

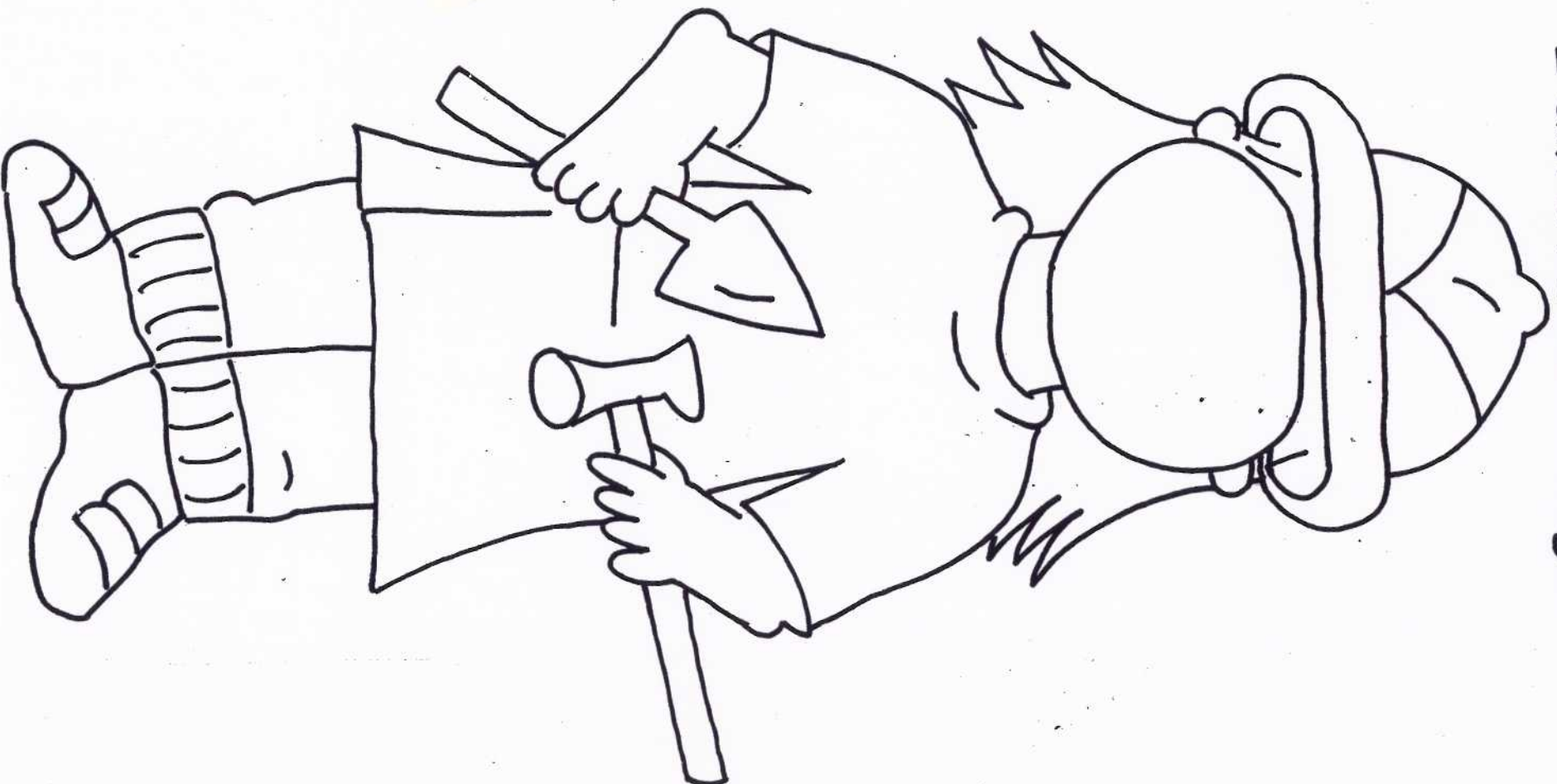
Brontosaurus had long necks,

But the meanest dinosaur of all

Was Tyranosaurus Rex!



I am a Paleontologist.

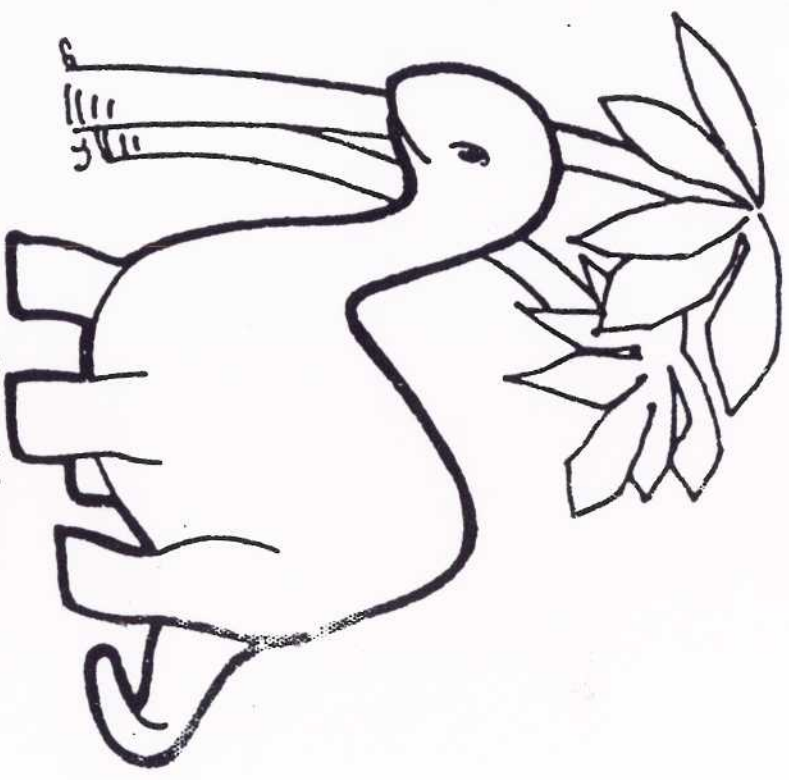


DINOSAUR STORY

1

Some dinosaurs
ate plants.

3



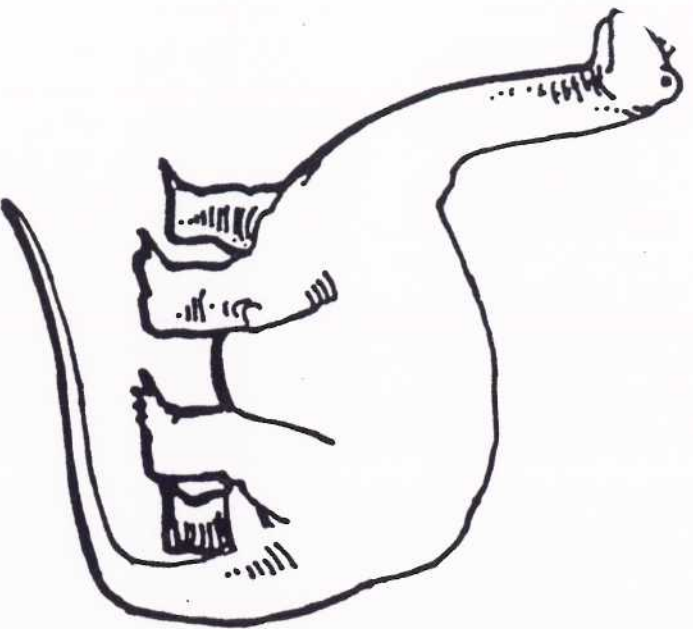
Dinosaurs lived long,
long ago.

2

Some dinosaurs ate meat.

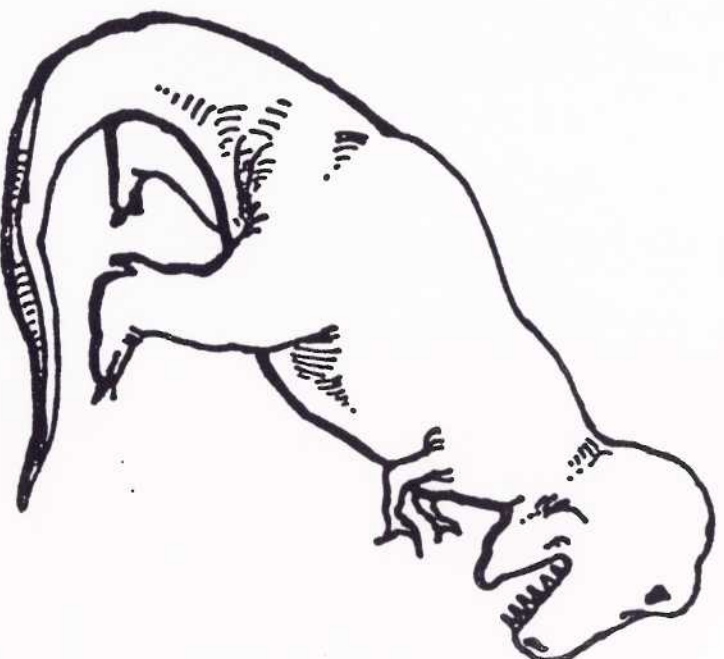
4





A brontosaurus was a very big dinosaur.

5



Tyrannosaurus rex was the king of the dinosaurs.

6



We know about dinosaurs from the fossils we have found.

7

Directions:

1. Listen to the story.
2. Color the pictures.
3. Cut out the pages.
4. Put the pages in order.
5. Staple the pages.
6. Read the story.
7. Make a cover.

8

Our Dinosaur Friends

My Name Is Stegosaurus

Chorus:
My name is Stegosaurus, I'm a funny-looking dinosaur.
For on my back are many bony plates
And on my tail there's more.

Verse:
My front two legs are very short. My back two legs are long.
My body's big, my head is very small. I'm put together wrong.
(Repeat chorus.)

Brontosaurus

Chorus:
Not very smart, not very quick,
Not nearly as wise as Moby Dick.

Verse:
Brontosaurus means Thunder Lizard,
So big and slow that on land soon grew tired.
Doesn't eat meat, doesn't eat fish.
Leaves and plants are her favorite dish.
(Repeat chorus.)

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A part of Weedy Reader's Dinosaur Teaching Kit
©1988 Field Publications:

Pterodactyl

Chorus:
I'd like to be the biggest dinosaur,
I'm not but I can fly and I like that more.

Verse 1:
Pterodactyl, pterodactyl, where are you?
Where are you?
Flying over treetops, flying over treetops.
Why oh why don't you?
Why oh why don't you?
(Repeat chorus.)

Verse 2:
Pterodactyl, pterodactyl, what are you?
What are you?
I'm a flying reptile, older than a crocodile.
Birds can fly, so can I.
(Repeat chorus.)

Tyrannosaurus Rex

Verse:
Every story seems to have a villain.
Ours will be the reptile they call T. rex.

Chorus:
Boom, boom, boom, boom, boom, boom,
Tyrannosaurus rex means tyrant king.
And made the giant reptiles hide.
Boom, boom, boom, boom, boom, boom.
Tyrannosaurus rex was a very mean king.
If it wasn't for him we'd have a happy ending.
Boom, boom, boom, boom, boom, boom.

Triceratops

Verse:
How many horns do you have?
None, of course.
How many horns does a bull have?
Two, of course.
But me, but me, I have three.
I'm very special you can see.

Chorus:
Triceratops with three long horns,
a beak like a parrot,
And a frill where his neck is.
Triceratops with four big legs and a tail in back.

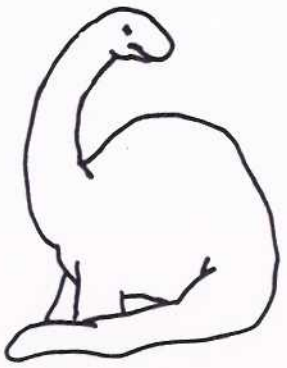
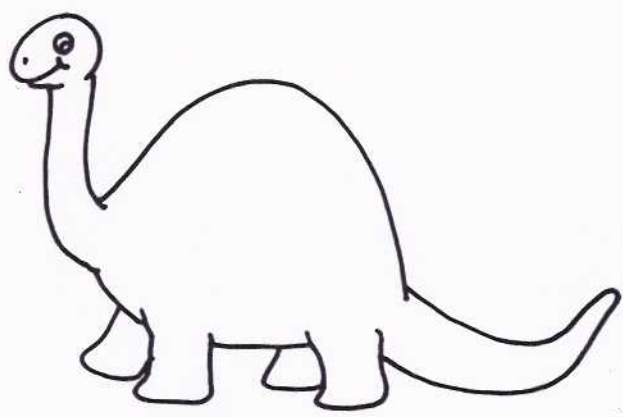
Dinosaur Friends

Verse:
Now we know our dinosaur friends,
Who were so tall they'd make teacher look small.
They're not here so there's nothing to fear,
So sing their song and be of good cheer.

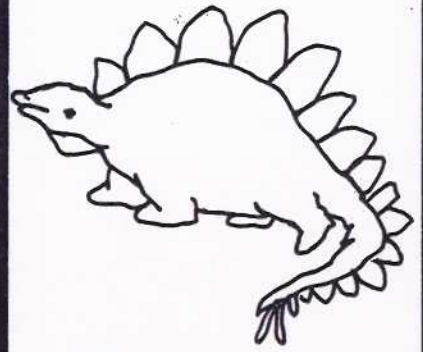
Chorus:
Terri Pterodactyl, Bertha Brontosaurus,
Trini the Triceratops, Stanley Stegosaurus,
Tom Tyrannosaurus, he is carnivorous.
Try it once again and sing another chorus.

Terri Pterodactyl, Bertha Brontosaurus,
Trini the Triceratops, Stanley Stegosaurus,
Tom Tyrannosaurus, he is carnivorous.
That was lots of fun
Though these are big words for us.

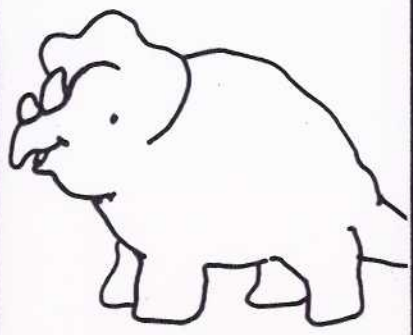
Which Dinosaur is Your Favorite?



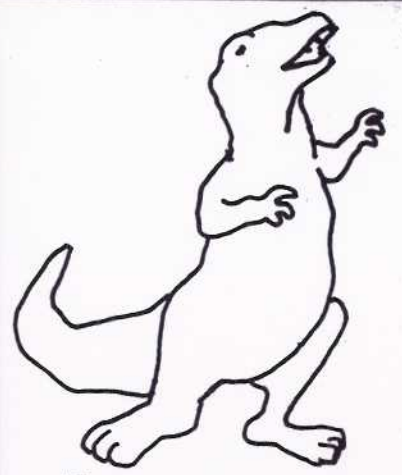
Brontosaurus



Stegosaurus



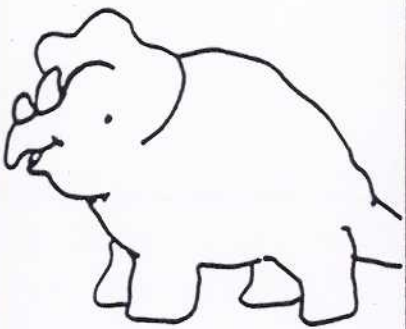
Triceratops



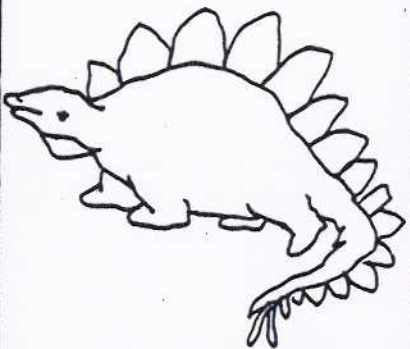
Tyrannosaurus



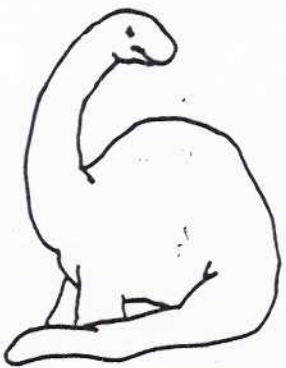
Tyrannosaurus



Triceratops

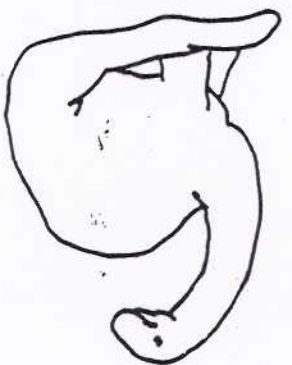


Stegosaurus

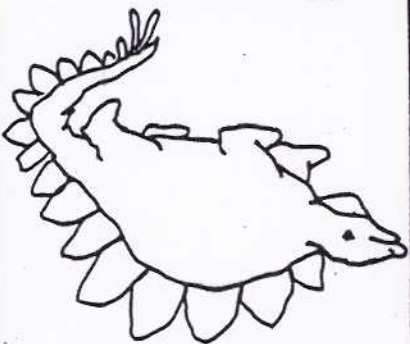


Brontosaurus

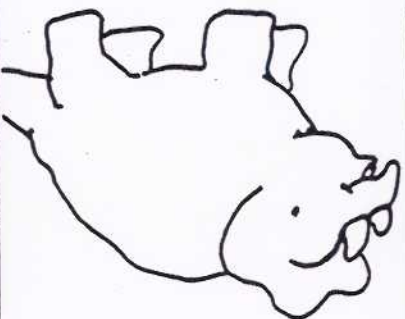
cut in half



Brontosaurus



Stegosaurus

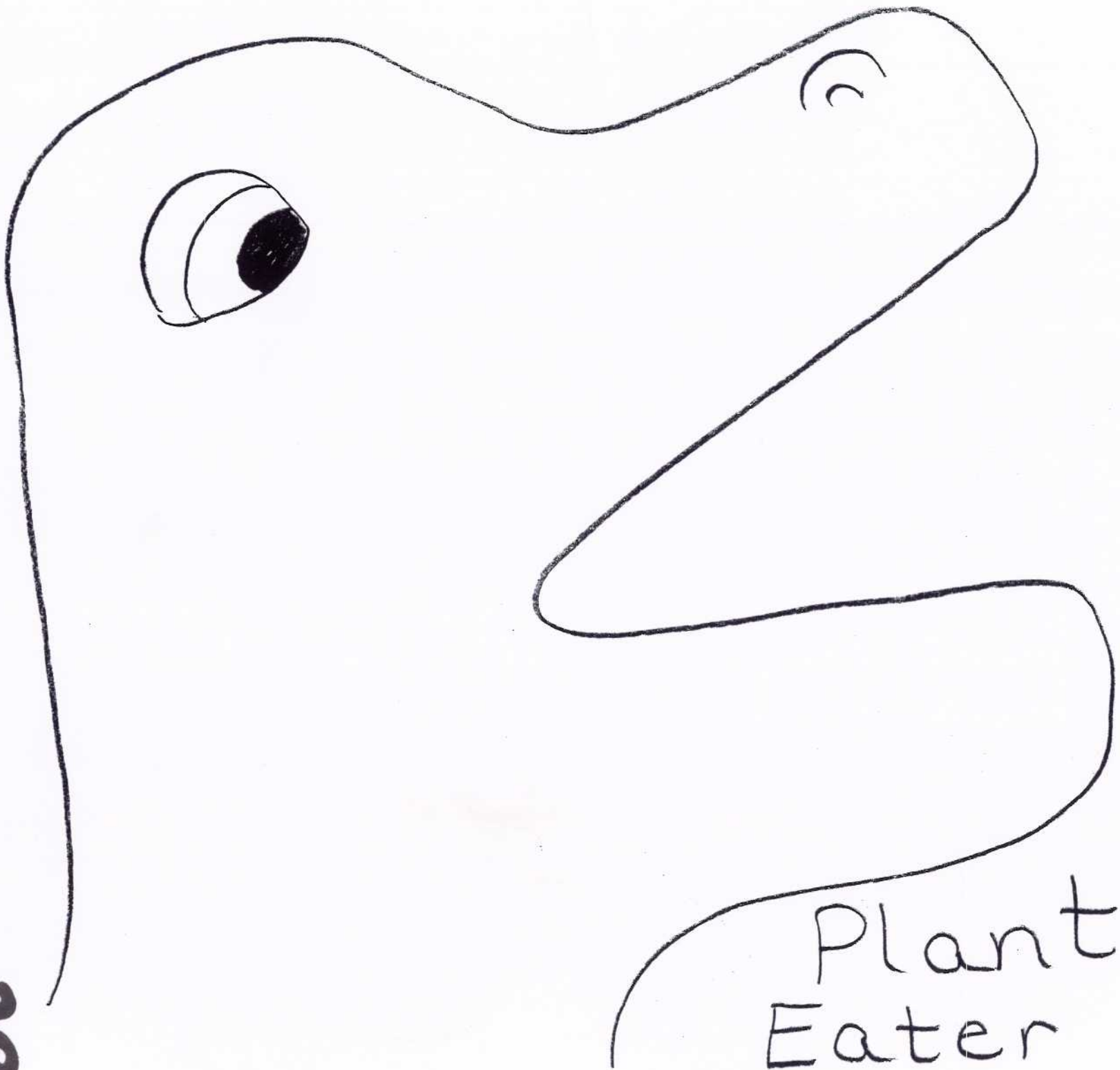


Triceratops

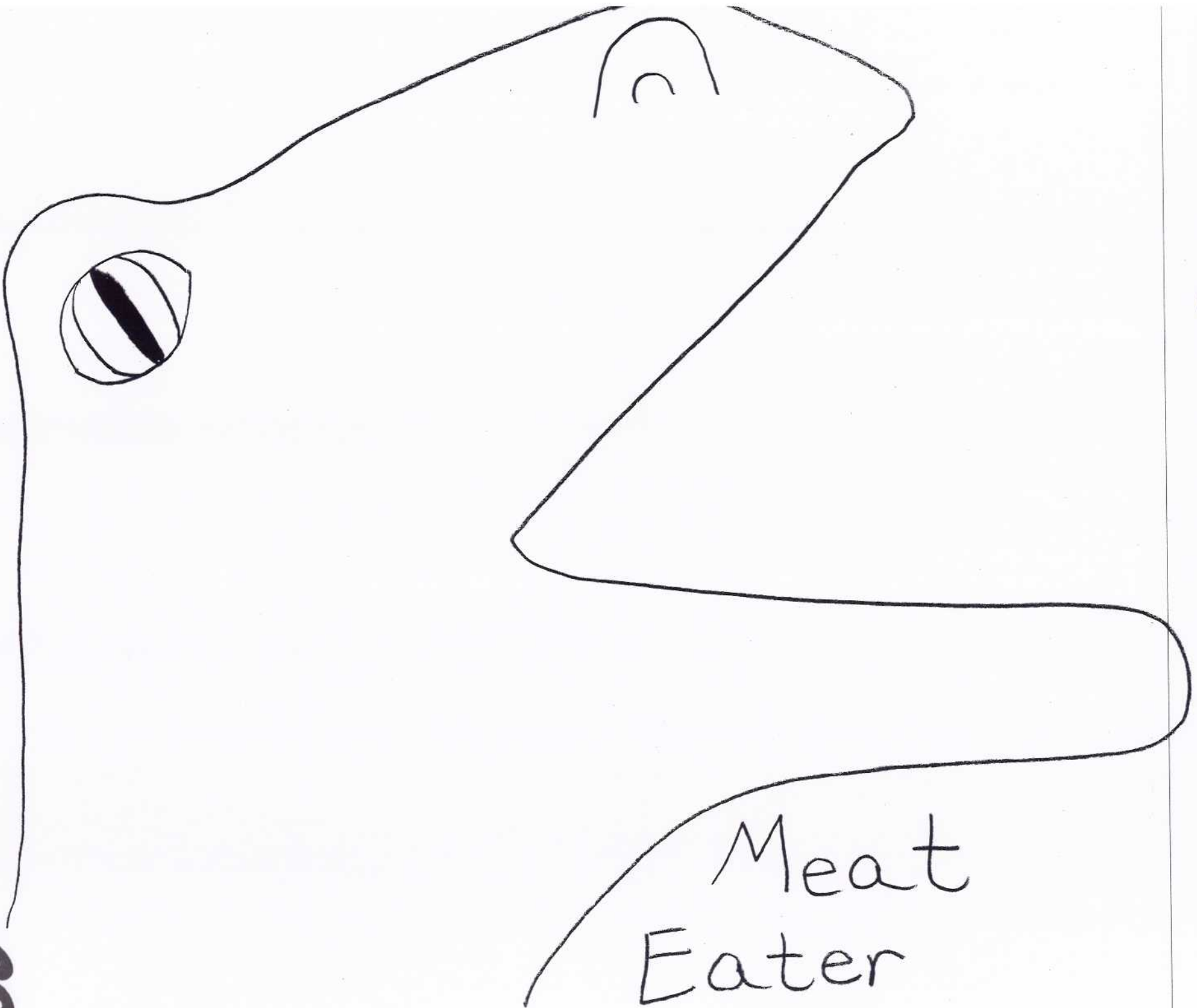


Tyrannosaurus

Glue squares on for teeth



Glue triangles on for teeth



Meat
Eater

Dinosaur Lesson Plans - O'Neal

"The World of Dinosaurs" Big Book

Discuss cover: What did the world look like
many years ago?

What were the plants like?

What was the scenery like?

Hints: No grass during this time

Large tropical ferns grew on the ground

Trees were palms, ferns or pines

Flowers and flowering trees did not exist

Volcanoes were erupting

Scientists believe temperatures were
warm all over the earth like in FL

Read big book

Go over 5 main dinosaurs and what their name
means and how they protected themselves

Triceratops - 3 horned face

Ankylosaurus - armored lizard

T-Rex - tyrant lizard

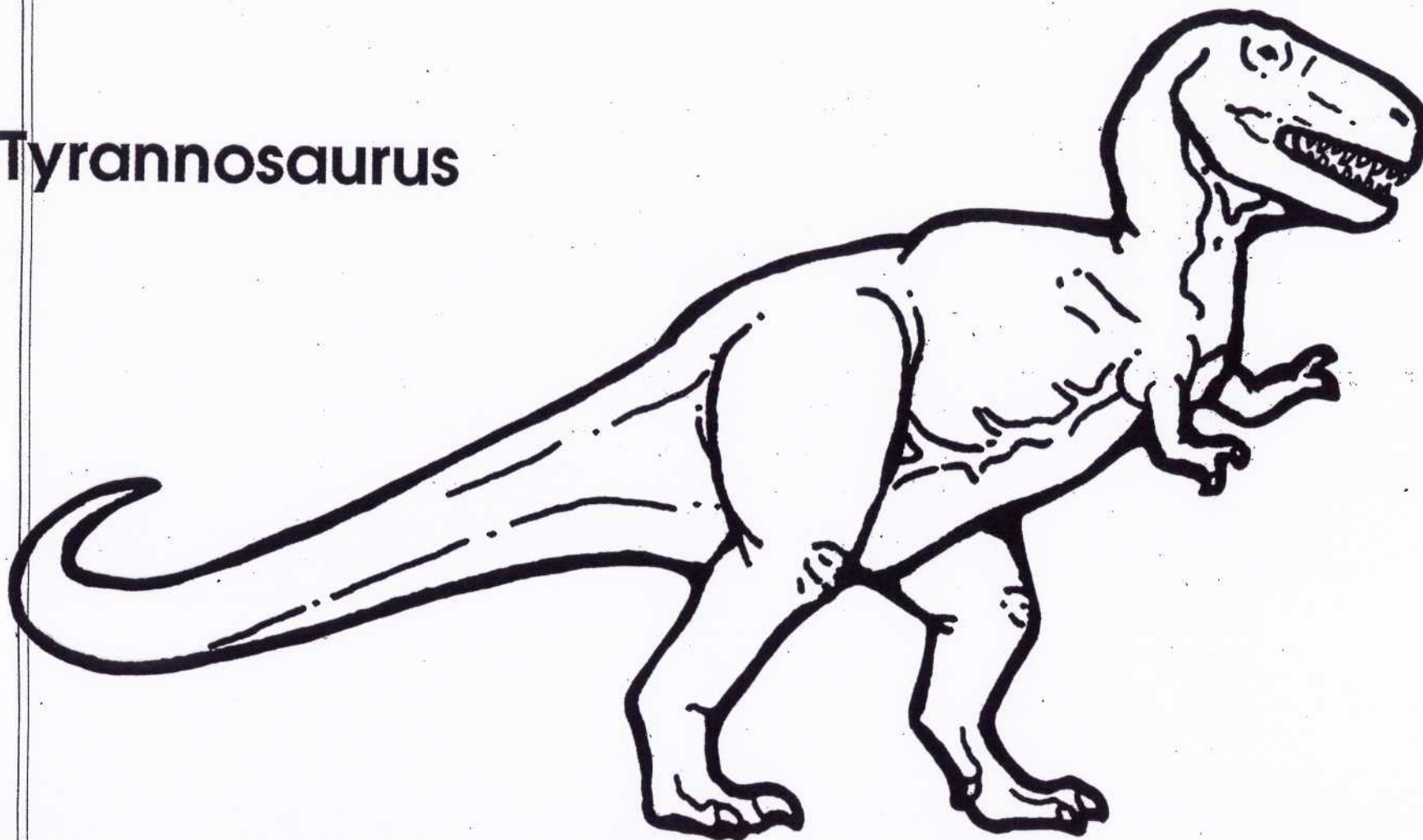
Stegosaurus - plated lizard or roof lizard

Apatosaurus - thunder lizard

Have students paint a mural of their own and color
a dinosaur to glue on their mural.

Name _____ Color and trace.

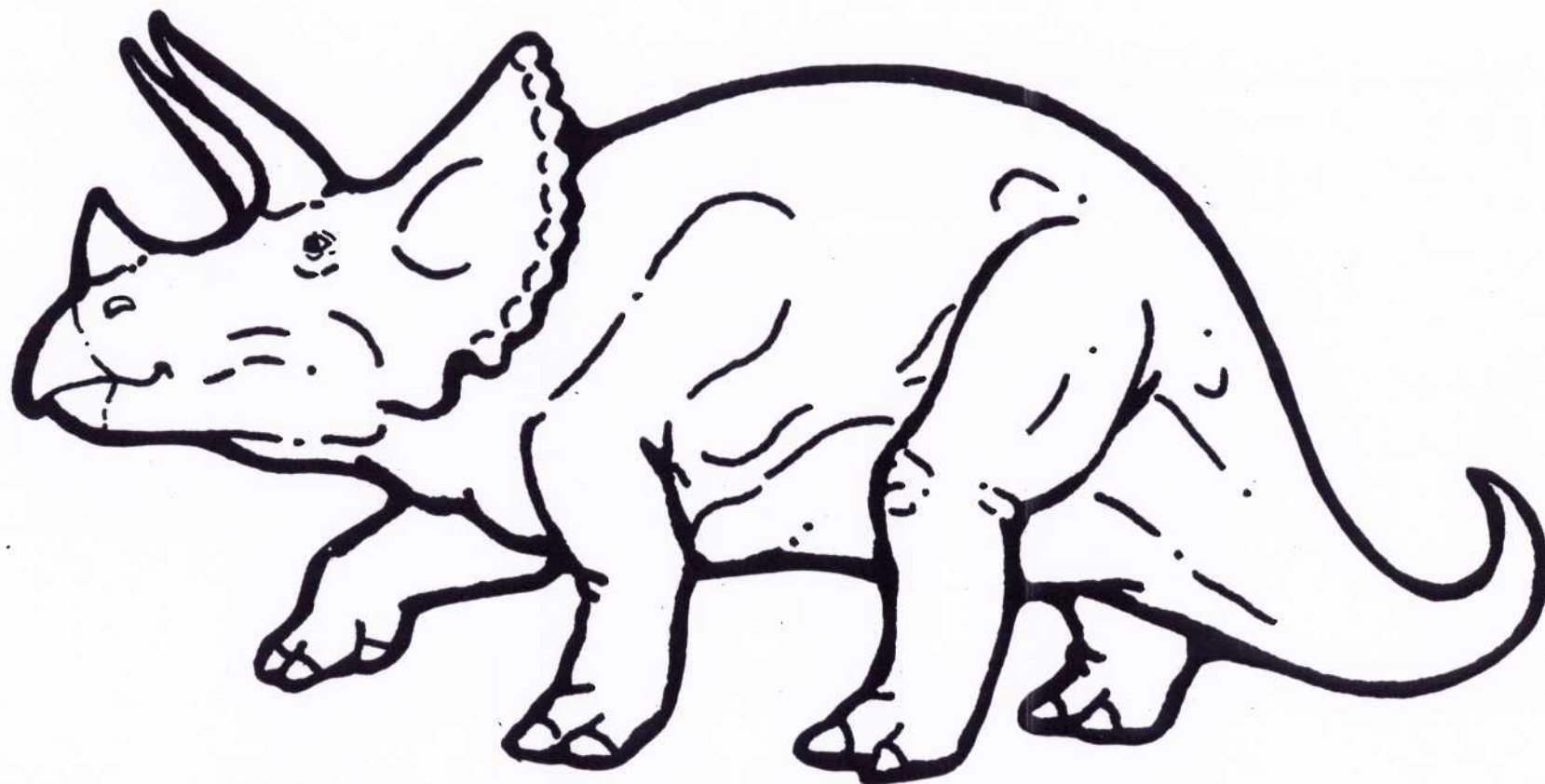
Tyrannosaurus



Tyrannosaurus

Name _____ Color and trace.

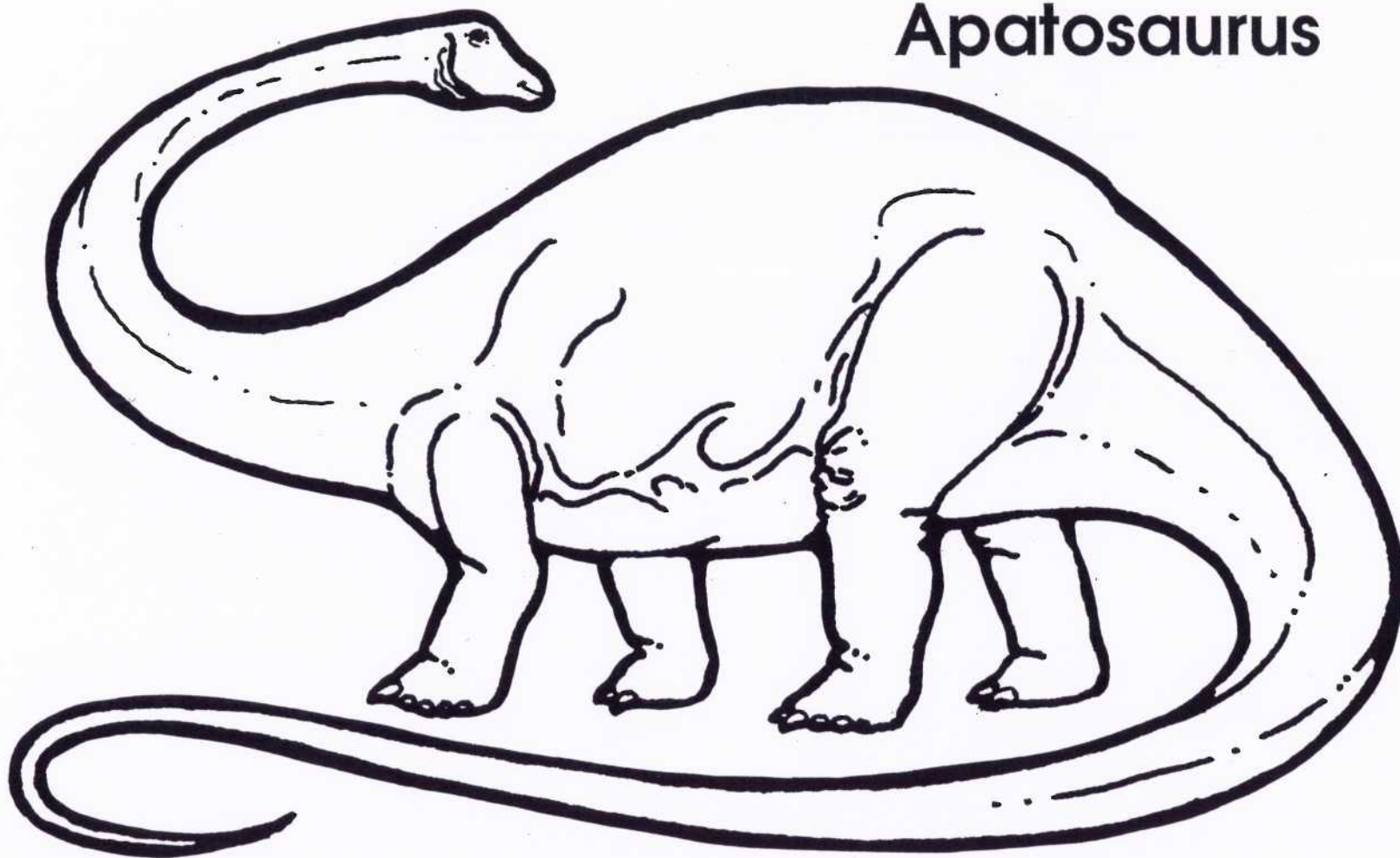
Triceratops



Triceratops

Name _____ Color and trace.

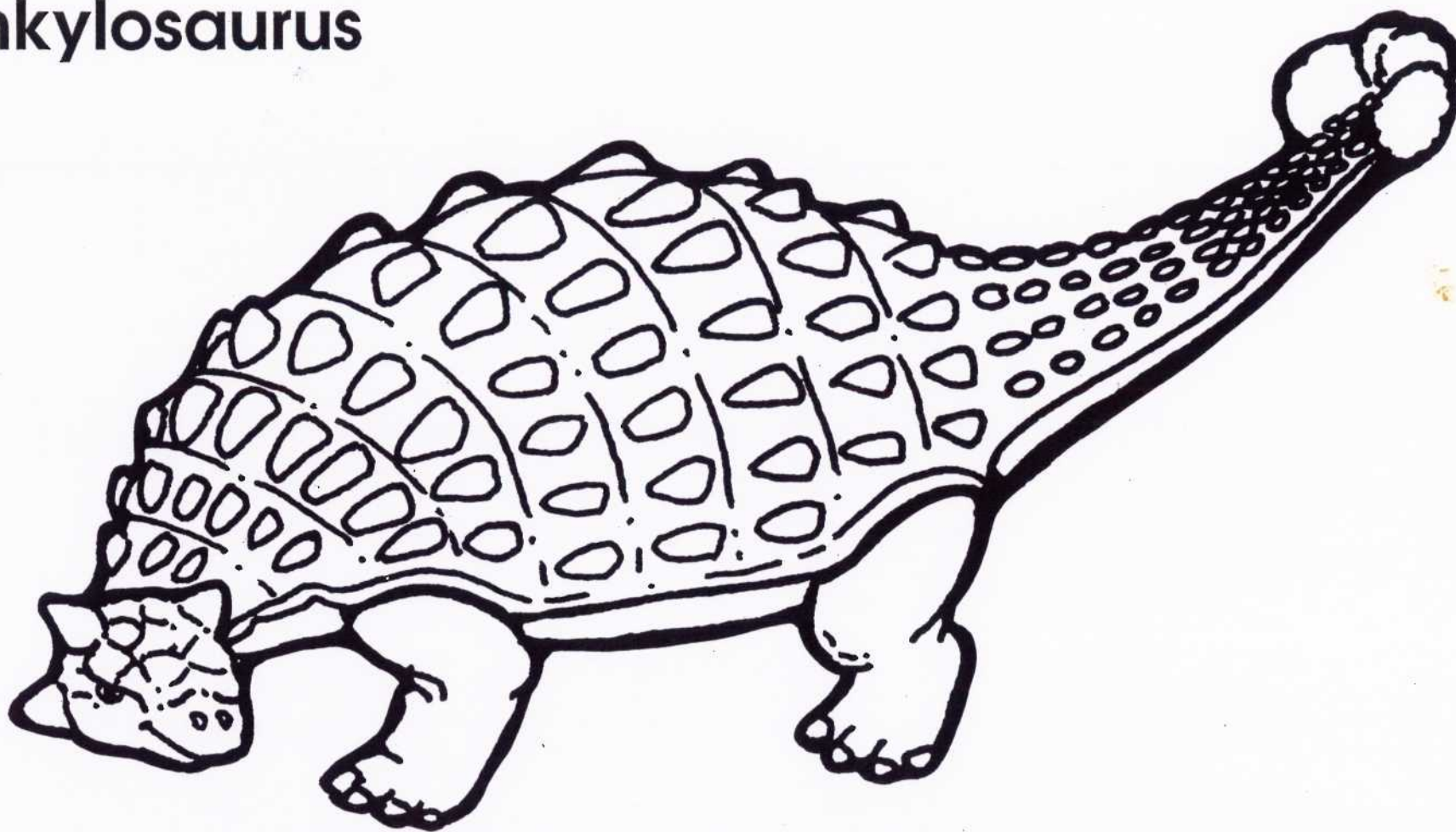
Apatosaurus



Apatosaurus

Name _____ Color and trace.

Ankylosaurus

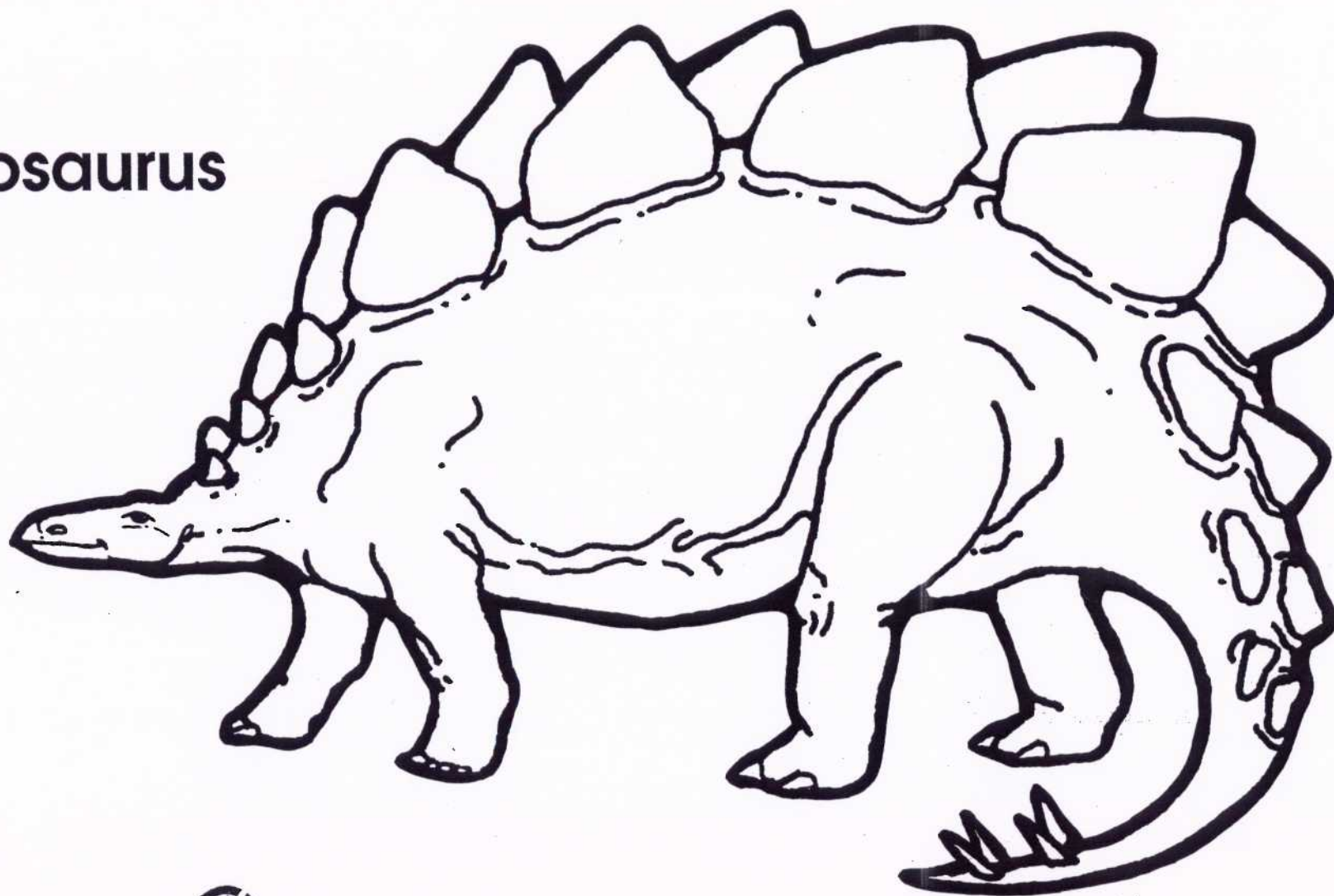


Ankylosaurus



Name _____ Color and trace.

Stegosaurus



Stegosaurus